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THE GEORGE WASHINGTON UNIVERSITY

Thursday, September 1, 1977

Security Goes On Strike As Talks Break Down

by Paul Bodard
Asst. News Editor

GW security officers were scheduled to walk off their jobs this morning after contract negotiations between union representatives and the University broke down.

According to union officials, 75 per cent of the 50-person force was present at a meeting last night, in which a unanimous vote was reportedly taken to strike. The officials said they explained the consequences of the strike to the men, and advised them such an action should be a last resort.

The strike takes place on the first day of registration for the fall semester.

The security force voted April 15 to join the Special Police and Law Enforcement Officers Federation to represent them in contract negotiations with the University.

Throughout the week, the federation has been distributing pamphlets informing the campus the security force wants "Decent pay, an upgraded training program, job security; no subcontracting with organizations such as 'rent-a-cop,' respect and dignity and health and welfare benefits" paid by the University.

The response to the demands, the University, in a statement issued by Vice President for Administration and Research Carl J. Lange, said the "union's threat of a job action is not going to have an impact on our stand on these issues." It adds the security of the University will be maintained if a strike should occur.

James Clifford, director of personnel and chief negotiator for GW, said in order to maintain security, "we will have our management staff [of the security force] prepared to

participate to assure" campus security.

Asked about an added increase in Metropolitan District Police patrols in the area, he said, "I presume that that would take place."

Daniel Cunningham, the federation's representative at the negotiating table, said it wants "an eight to 10 per cent increase in wages and included in that will be the cost of living increase, a union shop, and health and welfare benefits paid by the University."

"Our final offer was an increase of 45 cents an hour and that is not an unreasonable demand," Cunningham said, adding GW has offered a pay raise of "25 cents the first year, 20 second the second year and 20 cents the third year with no job security" that would result from a union shop.

The University asserts in one of its statements to faculty members it is "currently one of the highest-paying

educational institutions in the local area for security guards and patrolmen." According to the Personnel Department, however, the starting pay for security officers is \$7,767 per year, compared to Gallaudet's \$9,827 starting salary and full benefits, Georgetown's \$9,680 starting salary and Howard's \$9,827.

Federation representatives believe the University should increase the salary and benefits because GW security is forced to patrol the streets more thoroughly and because GW is not surrounded by a wall or fence like Gallaudet and Georgetown.

Officer Lewis Robinson, union delegate for the force, added, "We are different because we are open to all the derelicts and criminals that pass through the University."

Robinson has frequently said the force needs more training to do its

(see STRIKE, p.5)

CIA Documents Declassified

GW Site Of Mind-Control Tests

by Anne Krueger
Managing Editor

GW has been notified it was among 80 public and private institutions around the nation involved in MK-ULTRA experiments in behavior control conducted by the Central Intelligence Agency (CIA) during the 1950's and '60's.

The University was among three area institutions—GW, the University of Maryland and Georgetown University—that were named in new files the CIA says it recently discovered.

GW President Lloyd H. Elliott received a letter in mid-August informing him GW had been involved in the experiments. He said no one at GW had known about the experiments until he was notified.

Elliott said GW officials are now researching the extent of the University's involvement in the MK-ULTRA experiments. "We haven't found a thing yet," he said.

"I have asked the appropriate people...to search the University records to see what information can be found regarding the CIA

activities," Elliott said.

According to Elliott, GW was involved in two projects beginning in 1956. He refused further public comment on the projects until GW's investigation is completed.

The experiments were set up during the Korean War reportedly as a counter-measure against mind-control techniques allegedly used by the Koreans. No experiments have been conducted since 1963, Herbert Hetu, CIA director of public affairs, said.

The MK-ULTRA activities were first revealed in 1975, and were discussed in detail last year in the final report of the Senate committee on government intelligence activities headed by Sen. Frank Church. The experiments were mainly "psychological studies on human behavior," including some drug testing, Hetu said.

The CIA previously testified about the MK-ULTRA experiments before the Senate, but had not known the names of institutions where the tests were conducted until

financial files for the experiments were discovered, Hetu said. The new information listed the institutions and in some cases listed the researchers, but no names of persons experimented on were found, he added.

The CIA released the new information to the Senate and informed the institutions, but Hetu said the agency felt it was up to the institutions to publicly release the information.

According to the Washington Post, the purpose of the research at Georgetown University, which had been previously reported but not officially confirmed until now, was "defense against drugs and chemical techniques used in interrogation and brainwashing."

The documents show that among things tested at Georgetown were substances to promote "illogical thinking and impulsiveness to the point where the recipient would be discredited in public" and substances to promote and prevent "the intoxicating effect of alcohol."

Zone Ruling Due Next Week On World Bank Building

The D.C. Zoning Commission is expected to rule Sept. 8 on a University proposal to construct an additional World Bank building, a key to GW's Master Plan for Campus Development.

The ruling follows the removal of a major obstacle to the construction of the building when Mrs. Hugh Obeas decided to sell her half of the Lenthall townhouses on 19th Street to GW.

The Master Plan is GW's outline for campus development. The plan has been opposed by campus and neighborhood groups who support the preservation of townhouses.

The University wants to construct the World Bank annex in order to receive additional revenue. The building, proposed to be constructed on the block bounded by 19th, 20th, F and G Streets, has changed from several times as various government commissions demanded the preservation of surrounding townhouses.

The zoning commission must rule next week whether the University may construct the building according to

the size and nature proposed. The University plans call for a 130-foot structure.

Mrs. Obeas had repeatedly refused to sell her house to the University in the past, saying she wished to make sure the house was preserved. According to her lawyer, Edmund Campbell, the University has pledged not to demolish the home, but retains the right to move the home to another location.

According to GW Public Relations spokesman Joy Aschenbach, the University may now consider altering its plans to move the F Street Club, moving the Lenthall houses instead.

The University had proposed that the Club be moved to 21st Street next to Strong Hall.

Jim Fennelly, a member of the Committee for the Campus, one of the groups opposing the Master Plan, expressed satisfaction that the Lenthall houses were going to be preserved. "We're not against University purchases. What we are concerned with was saving that building," he said.



GW security officers went on strike last night after negotiations with the University failed. (photo by Barry Grossman)

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Sprucing Up The Center

New chairs and hanging plants (left) in each of the elevator lobbies and new tables and chairs in the ground floor vending area (right) were among changes made in the Marvin Center this summer. Other changes in the Center include the addition of four columns at the entrance way to the

vending area to enclose it, and spotlights at the front of the building to highlight at night the sculpture in the ground floor courtyard. The information board was moved near the ground floor entrance. Future changes will see the lobbies on each floor painted different colors to distinguish them.

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Rising Student Demand Puts University Housing At Premium

GW dorm living space is at a premium this year due to increased student demand, according to University Housing Director Ann Webster.

Seven per cent more students sought living quarters in residence

halls than in the previous three years, Webster said. Part of this increase stems from the additional space provided by the opening of the Everglades Apartment this year, according to Webster.

One result of the shortage is

longer waiting lists for each dorm. The housing office has placed nearly half of the students whose names were on the lists, Webster said. The remaining students have to make their own living arrangements she said.

Some of those students not placed in dorms have received help from the Off-Campus Housing Resource Center. Diane Baker, center director, said fewer persons have sought the center's help this year than last year. Most persons find adequate housing in approximately four or five days, she said.

Foreign students may have the most difficulty finding a place to live because there often is no one to cosign their leases, according to Baker.

Most improvements made this summer in the residence halls, such as painting and remodeling, will probably go unnoticed, Webster said. All dorms have had Centrex phones installed in them, she said. Also, a loan from the Department of Housing and Urban Development was used to replace all dorm windows in order to conserve energy.

—Stephanie Heacox and
Josh Kaufmann

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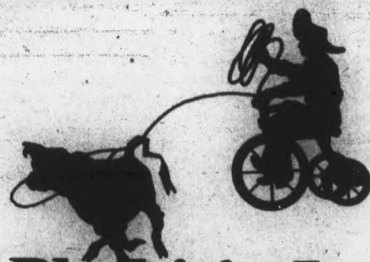
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Building Hours

The Medical School Library will be open tomorrow from 7:30 a.m. to 6 p.m., and Saturday and Sunday from 10 a.m. to 6 p.m. The library will be closed Monday.

The University Library will be open today and tomorrow from 8:30 a.m. to 7:30 p.m., and Saturday from 10 a.m. to 6 p.m. It will be closed Sunday and Monday.

The National Law Library will be open today and tomorrow from 8 a.m. to midnight and Saturday and Sunday from 9 a.m. to midnight. The library will be closed Monday.

All libraries will resume regular hours Tuesday, Sept. 6.

\$108,000 Budget Passed

by Kathi Ennis
Asst. News Editor

A GW Student Association (GWUSA) budget of \$108,000 was approved by the GWUSA senate April 29, providing funding for 41 student organizations.

The Program Board received the bulk of the funds, \$67,700. The Board initiates programming in a variety of areas and cosponsors events with other groups.

Laura Rogers, Program Board chairperson, said she would have to "make adjustments" in programming because she received less than requested. However, Rogers said she found the allocation "adequate."

Overall, \$14,871 was allocated to other student organizations; the Russian Club received \$52, the least funding given an organization by GWUSA, and the Student Bar Association received the maximum allocation of \$2,000. A reserve of \$1,540 was established to finance groups not applying for funding last semester.

Approximately \$15,000 was allotted for GWUSA special projects, including a flea market planned for Sept. 10. Allocations for GWUSA operating expenses, wages and election and referendum expenses totaled \$6,000. A buffer fund of \$3,000 was also established for unforeseeable expenses.

Procedures for the allocations of funds met criticism by some student leaders. Thecla Fabian, a member of Womanspace and the only GWUSA senator to vote against the budget, called the allocation of the budget "unprofessional and shoddy" because of GWUSA's attempt to pass it "without hearings or rational discussion."

One meeting with student organizations was held by the GWUSA senate. However only half the groups eligible for funding were

represented at the meeting.

Jim Sweeney, Commuter Club president, said the meeting was held after classes ended, and the budget "pushed through with little input."

GWUSA president Joe LaMagna blamed time limitations caused by the incoming government's transition period and the need to pass the budget before the end of the spring semester. "Next time we'll arrange personal interviews" with organiza-

tions applying for funding, LaMagna said.

GWUSA vice-president Kelli Kauffman said allocating the funding was difficult due to the complexity of evaluating an organization's financial needs. The number of organizations applying for funding and the limited time period for the budget's passage made Senate meetings "almost chaotic," she said.

New SAO Director Favors 'Open Door'

An "open door" policy for students and the press, and long range plans for more direct Student Activities Office (SAO) programming are goals of new Student Activities Director Rita Goldman.

Goldman takes over today, succeeding Leila Lesko, who announced her resignation in July. Lesko will join Washington Researchers, a family firm, as a director.

SAO has many duties, including coordinating student activities, doing orientation programs for incoming students, overseeing the Program Board and handling its budget and those of other student organizations.

Goldman, who has previously served in assistant SAO director slots for programming and orientation, said she wanted to establish a good rapport with students. Known for maintaining a low profile in her previous positions, Goldman said she's speak out on more issues as director. "Leila [Lesko] and I are alike in that way," Goldman said.

The long range goals of increased Student Activities Office participation in programming will be shaped

Rita Goldman
establish a good rapport

in part by studies conducted by the office which will make it "more aware of the needs," Goldman said. She believes areas the Program Board has not emphasized in the past, such as graduate and commuter programming, can be targets, although she noted steps have been taken by the board to beef up programming in those areas.

Goldman also thinks SAO can use its resources for educational programs, involving workshops and seminars.

A new Metro subway train carrying passengers from Virginia pulls into the GW-Foggy Bottom station at 23rd and I Streets.

While You Were Gone...

Metro Reaches GW; Med Suit Decided

Metro came to the GW campus July 1, connecting the University with the National Airport, RFK Stadium, DuPont Circle, Rhode Island Ave. NE, and points in between.

The station, part of the newly-opened Blue Line, is expected to be a boon for students commuting from the Virginia suburbs and from the Capitol Hill area of the District. It is located at 23rd and I Streets.

Trains are scheduled to run every five minutes during rush hours and every 10 minutes at other times along the 16 new stops.

GW held an opening celebration on July 1. GW President Lloyd H. Elliott attended, and so did George and Martha Washington, by proxy in costume.

Ex-Student Loses Suit

A former GW medical student lost a suit in D.C. Superior Court this summer, which alleged race discrimination led to her dismissal from the school two weeks before graduation.

Lillie Walker, 35, said in the suit she had received a failing grade in an 18-day clerkship at the Psychiatric Institute in Rockville. She said the grading was based on an unfair evaluation of personal appearance, communication with co-workers and work with patients.

The lawyer for the University in the case, Kenneth Bass, denied Walker's charges. Bass said the information in the suit was "flatly wrong and ignores the grounds why she was dismissed." He added the "complaint is one-sided and overlooks large facts... She failed one course each year, she was in school... a total of 20 hours and that is grounds for dismissal, according to the catalogue."

New Phone System

A new University phone system was introduced this summer to replace last year's outdated equipment.

The new system has several advantages. A person calling to the

Medical Center from elsewhere in the University no longer has to dial 131 before the rest of the number. In addition, the phones have a faster dial tone and the user is able to complete a call more quickly.

The new system is unrelated to the University's Centrex system which enables callers to make on-campus calls by dialing only the last four digits of a telephone number.



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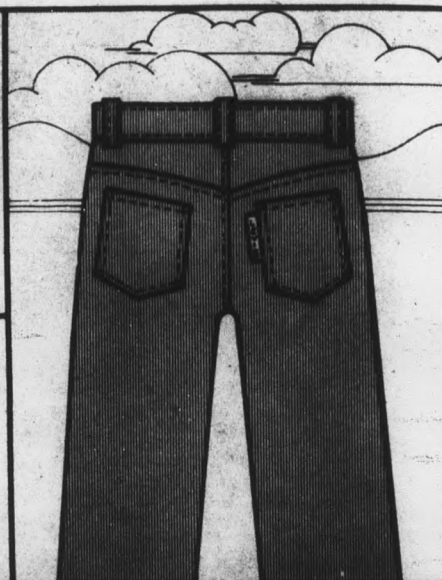
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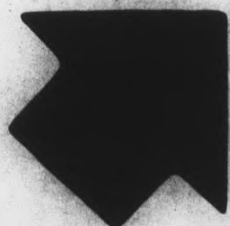
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Meal Card Use Extended

Major changes promised last year by the Macke Co., GW's food service contractor, including the extension of the meal plan to the Rathskellar and the Marvin Center first floor cafeteria, will take effect this year as planned, food service officials say.

Under the new plan, meal ticket holders will be able to eat the equivalent of \$1.25 for breakfast, \$1.60 for lunch and \$2 for dinner in either the Rathskellar or first floor cafeteria. According to Francis R. Munt, director of auxiliary enterprises, students still must pay taxes on food and will not get refunds if

all of the appropriated money is not used.

Another change is the scrapping of the 20-meal plan for a 19-meal plan. Brunch, which used to be served only on Sundays, will now be served on Saturdays as well.

The hours in which meals will be served have also been extended. Breakfast will be served from 7 a.m. to 10 a.m., lunch between 11 a.m. and 1:30 p.m. and dinner will be served between 4:30 p.m. and 8:15 p.m.

Munt said a problem that still will exist this year is congestion and long lines during the peak hours of

lunch, noon to 1 p.m., and dinner, 5 to 6 p.m. He said that if possible, students should try to avoid the crush and eat before or after these hours.

Munt said the changes in the plan occurred because of pressure exerted by the Joint Food Service Board (JFSB), a board composed of students and administrators which serves as a liaison between the University and Macke.

—Warren Meislin

Campus Highlights

What Is Campus Highlights?

The *Campus Calendar*, a semi-monthly publication of campus events, has been discontinued. In the past, the *Campus Calendar* and the *Hatchet Bulletin Board* have both published news of upcoming campus activities. Because of this duplication in effort, the Student Activities Office and the *Hatchet* have agreed to combine the two publications.

Campus Highlights will replace the Bulletin Board section of the *Hatchet* and will be

printed on a weekly basis. All information dealing with campus activities, meetings, special events or announcements should be submitted in writing to the Student Activities Office, Marvin Center, Room 425/427 by Wednesday at noon beginning Sept. 7 to cover Sept. 12-18. All advertising in the *Campus Highlights* will be free but the Student Activities Office reserves the right to edit and/or abridge all items for matters of style, consistency and to conform to space limitations.

GW Campus Security Officers Strike

STRIKE, from p. 1

job professionally. "Right now all we are is a person in a blue shirt standing in front of a building," he said.

One obstacle confronting the federation officials has been the University's position that all its 4,000 employees would have to be covered by the same contract and benefits package. "They just can't lump us [the security force] with the plumbers and janitors," Cunningham said.

There are some officers that want no part of the strike. Officer Pat Avallone said he was against the strike because "I will lose my tuition

and registration benefits and I'm too far along in my master's" to lose those benefits. However, Avallone said he sympathized with those advocating a strike "because the guys deserve their benefits."

However, John Wilson, director of GW public relations, said the University has not threatened to take away tuition or other benefits from the officers in the event of a strike.

Hy Jaffe, business agent for the federation, disagreed with the University's statement that it is bargaining in good faith with the federation. "If the University was so

progressive the men wouldn't be asking for a union" contract, he said.

He added the security force members have not been considered for a salary increase or included in a policy in which the University considers each individual employee for a pay increase in July. Clifford said that was "correct and a normal process in the consideration" of a new union contract.

No one knows how long the strike will last. Cunningham believes the University is just testing the federation. He said one GW negotiator said the federation "just doesn't have the balls to go on strike."

Cunningham predicted the University will have to "strikebreak" and bring in the District Police. As for security administrators taking over for the officers during the strike, he said the administrators would not be able to cover the campus as thoroughly as the full security force.

GW President Lloyd H. Elliott, asked earlier about the contract and strike, said, "Whatever we do we'd better keep it to ourselves until then [the time of the strike]." He added that the University's action would depend on the extent of the strike.

Unclassifieds

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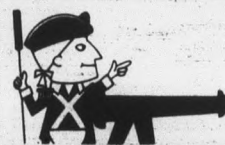
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'77-'78 Orientation Guide

A Special School In A Special City

From time to time during your stay at GW, you'll find yourself asking questions like, "What do I want to major in here?" "What can I get out of my college life?" "What am I doing here?"

At GW, these are more than rhetorical questions. The character of the University forces you early on to make decisions about yourself, career goals and what you want out of a college experience.

Those able to make these decisions may find a niche here. The right academic program, a capital city with all its resources, the kind of friends and living conditions desired—there are thousands of GW students who have found happiness here.

But GW can be a disappointing place for those who don't know what they want. While things are improving, students sometimes find academic advising bewildering; the campus community often seems divided, with the school's predominantly graduate population usually unaware and unconcerned about undergraduates, and vice versa; student services of all kinds are lacking in areas.

The lack of a campus—you know, the long expanses of green, hallowed halls and ivy you dreamed of in high school—takes away an aspect of

college life that is comforting and enjoyable to some, and helps add to frustrations about not finding one's self. There is much that could be done at GW to further instill a campus community, although there are indications this condition isn't as sorry as it once was.

So GW has a high turnover rate. The school does a huge business in transfer students, going out and coming in. Statistics show relatively few freshmen will be around after four years for a GW graduation.

This is too bad, because what GW does have to offer can be richly rewarding. The Washington location is instrumental to a good collegiate experience, offering cultural and athletic enjoyment, educational support facilities and countless career opportunities.

GW is hooked into the Washington scene in several ways—the area consortium of colleges offers an opportunity to utilize courses and services at other area schools. Various academic programs provide internships and credit for work in governmental and private agencies.

Culturally, GW students have access to on-campus Lisner Auditorium, which stages some fine shows. Art galleries and the Kennedy Center are close by.

A long-time complaint is there are

not enough worthwhile campus activities. Actually, there are over 100 student organizations, which meet almost every imaginable individual interest. There are ethnic societies for blacks, Asians, Jews, Poles and Greeks, to name just a few. College political groups cover the full range of the spectrum. There are radio, board gamers, chess and folk dancing clubs. There are several fraternities. And if something you're interested in isn't represented by a group, it's very easy to create one.

One student organization, the Program Board, is responsible for programming events of interest to students in all spheres. While their performance is frequently controversial, a sizable increase in this year's budget should enable it to do programming in areas not previously emphasized, such as minority, graduate and commuter programming.

Of course, for those interested in student governance, there's student government—the GW Student Association (GWUSA), to be exact. Student government at GW abolished itself seven years ago, but reappeared last October. Elections

won't be held until March or April, but there are a wide variety of appointed and volunteer positions available.

So there is campus life. You just have to look to find it. And remember the most important thing—at GW, the city is your campus.

Campus activities are not the only thing showing a trend toward improvement. GW's administration has frequently been described as too hard-nosed and money-conscious (get used to hearing the University called a "real estate business"). It is still pushing full ahead with its controversial Master Plan for Campus Development, which calls for the destruction of several townhouses in favor of high-rise office buildings and other structures that better utilize the financial potential of the University's land holdings.

But a long-standing sore spot—the University's alleged lack of responsiveness to students—seems to be diminishing. Money for student activities has increased, and student input on University committees and boards is becoming more influential. There still is a way to go,

but GW is perhaps a slightly closer school community than a few years ago.

So, if you know your specific needs and interests, there are places you can go to fulfill these needs, be with the kind of people you want to be with and get involved in the kinds of academic programs you desire. Discovering these needs is the problem here. But GW can be a rewarding experience if you use its resources—and those of the city—to your advantage.

—Larry Olmstead

Coping With Registration

Registration is a difficult time at best, but following a few simple guidelines will make it go a little easier and faster.

Students with last names between L-Z can register today between noon and 7 p.m. Students with last names between A-K register tomorrow between noon and 7 p.m. Students unable to register on these days can register Saturday between 10 a.m. and 1 p.m.

Registration materials are available in Building K (817 23rd St.) The building will be open between 9 a.m. and 6:30 p.m. today and tomorrow, and will be open between 9 a.m. and 12:30 p.m. Saturday.

See your advisor as soon as possible—students who haven't declared their major should go to their school, and declared majors should go to their departmental advisor.

After your advisor has approved your schedule, make sure all your classes are approved by each department and by the dean's office. *Doublecheck* your forms before attempting to stand in line at the Smith Center.

Once you're in the Smith Center, just follow the signs and the lines. The lines look long, but they usually move fairly quickly.

Good luck.

Guide To Useful Services At GW

As all universities must do, GW provides its students with more than just classes and possibly a place to live. While many necessities can be found off campus, those supplied by the university are often the most convenient if not the best.

An example of this is the **Marvin Center** (800 21st Street), which contains the University Bookstore, contract and cash cafeterias, student organization offices, recreational facilities, lounges for studying or socializing and a typing room which *does* contain typewriters.

The **Information Desk** on the ground floor of the Marvin Center does what you might expect—provides information about the Center's facilities. It also sells copies of local and out-of-town newspapers and tickets to movies shown in the third floor ballroom. Literature describing campus events and programs are distributed free at the desk.

A photocopying service of dubious quality and lockers for rent are also available on the ground floor, as is a weekend check-cashing service to students who register for it. The Information

Desk is open from 8 a.m. to 10 p.m. Monday through Friday, and from 9 a.m. to 10 p.m. weekends.

The **Marvin Center** opens at 7 a.m. daily and closes at midnight Sunday through Thursday and at 2 a.m. Friday and Saturday. The ground floor study lounge and vending machine area are open until 2 a.m. every night.

The **Student Health Service**, located at 935 22nd Street, offers free or low cost health care to students. An appointment is necessary between 9 a.m. and 5 p.m. Monday through Friday; a walk-in clinic is available those days from 5 p.m. to 7 p.m.

For anyone in need of care after hours, there is the **GW Hospital emergency room** (entrance on Washington Circle above 22nd Street and Pennsylvania Avenue). Students treated there are charged full rates.

On some evenings there may be a long wait to see a doctor; for those living in a residence hall, having a resident assistant accompanying them may speed up the process. In cases of serious

injury or sickness, the **Office of Safety and Security** (676-6111) will send a patrol car, if one is available, for anyone living on or near campus who desires transportation to the hospital.

The **Office of Safety and Security** is located in the first floor of Woodhull House at 21st and G Streets. Eighteen emergency phones in orange boxes are strategically located around the campus; security officers are dispatched to those phones as soon as the receiver is lifted.

For financial emergencies or just plain convenience, the **Cashier's Office** on the third floor of Rice Hall operates a check cashing service which is especially useful for students with out-of-town checking accounts who find it difficult to cash checks in local banks. Students can cash checks up to \$50 from 10 a.m. to 4 p.m. Monday through Friday. An application must be filed and a \$1 service charge paid each semester.

For more information on services on or off campus, consult the Where-to-Go Guide in the Student Handbook.

It's The City That Makes It

Finding Relief From The Macke Blues

Now that the parents have left and those visits to the finest restaurants have ended, many students can look forward to another year of Macke food. For students who want an occasional break from Macke, there are a variety of restaurants near GW offering a wide range of eating pleasures.

In the immediate area, there is a diverse selection of restaurants, yet few shy away from the usual hamburger domination on the menu. Among the top are **Bon Appetit** and its upstairs cousin, **Diamond Lil's** (21st and I Street) featuring superb burgers; **Leo's Deli** (2133 G St.); **Jenny's Chinese Cuisine** (1745 F St.) and the **Trieste** (on Pennsylvania Avenue between 20th and 21st Streets) offering great Italian food and wine.

For those needing a quick lunch or something to soothe the evening munchies, **Roy Rogers** (Pennsylvania and 21st Street) is open into the morning; **Bur-Bee-Chick** (2006 I St.) is also open late on weekends and offers ice cream and Macke-styled sandwiches; **Kay's Cafeteria** (at 18th and G Street); **Fiona's Carryout** (1739 F St.); the **World Battery** (18th and G Street); and of course the pinball clustered **Quigley's** (21st and G Streets). **McDonald's** is at 1907 K St.; the **Bulk's Express**, a carry-out, is located on Pennsylvania between 20th and 21st Streets, and the immortal **Red Lion** with its beer garden and serving cold sandwiches and chilly beer at 2024 I St.

Other fair restaurants in the area include **Tammany Hall**; the **Swiss Chalet**, which offers delicious quiche; **Blackie's Jr.** (18th and G Street), a branch of Blackie's steak house chain; **Mr. Henry's**, a pub; the **21st Amendment**, a pub; **Le Gaulois Cafe**, a French cafe; the **Day Lily Chinese Cuisine**; **Adams Rib**; and the **Parklane Pharmacy**, all of which are located on



Pennsylvania between 21st and 22nd Street.

For students who want entertainment, many discos are nearby. They include **Sazerac's** at 1031 31st St.; **Winston's** at 3295 M St.; **J&B's Crazy Horse** at 3295 M St.; and **Baccapolo's** disco at Wisconsin and M Street.

For those first dates and rowdy nights, there is an abundance of night clubs offering music of all sorts. For jazz, I recommend **Top O'Foolerys** on Pennsylvania between 20th and 21st Streets, the **Blues Alley**, in the alley behind the intersection of Wisconsin and M Street and **Harold's Rogue and Jar** at 1814 N St. All offer a variety of food ranging from steaks to salads and good strong drinks.

And on those lonely eves, there are many singles bars sprinkled throughout the GW area. **The Apple Tree** (1220 19th St.) and **Flap Rickenbackers** are the liveliest (and you can take that anyway you want). Next door to the Apple Tree is the **Pierce Street Annex**, an exquisitely designed new gathering place which

features country music at its best, along with self-made tacos.

In and around Georgetown are umpteen restaurants, ranging from cheap to extremely expensive. Recommended is the **One Step Down** at 2517 Pennsylvania Ave., which prepares delicious hot roast beef sandwiches and claims the best recorded jazz in town. Across the street is **Fricky's Pub** and **Sarsfield's**, a top spot frequented by the Carter staff.

Further in, the French eateries abound in number. The best, considering expensive taste and quality, is **Au Pied de Cochon** (1335 Wisconsin Ave.), which serves tremendous salads and light French dishes in the old French style, with no pretensions. **Maison des crepes**, by the corner of Wisconsin and M Street, is tasty but costly. Most expensive in Georgetown are **Jour et Nuit** (3003 M St.) and **Rive Gauche**, (3200 M St.) Also expensive is the **Port of Georgetown** in Canal Square, which offers seafood.

Good saloons in the area include the **Old Ebbitt Grill**, across from the Treasury Building; **Nathan's**, the **Last Tycoon**, the **Charing Cross** and **Clyde's**, all of which are in Georgetown and great in service, food and price.

But for those with a more exotic taste, there is **Apana**, an Indian restaurant at 3066 M St.; the **Viet Huong Cafe** at 29th and M Streets, and the **Fireplace**, a low grade burlesque, but high grade entertainment at the corner of 22nd and P Street.

Also try **Boeeymongers** at Prospect and Potomac Street and order a New Jersey or a Patty Hearst sandwich. Top it off with some of the Haagen Daz ice cream or frozen yogurt. **The American Cafe** near Wisconsin and M Street has expensive yet delicious American styled sandwiches. If you like soup or you're cheap, yet like individuality, visit the **Gate Soup Kitchen** for some homemade soup and a heavily filled dish of frozen yogurt topped with freshly sliced fruit.

Once you get sick of these, trip up to Dupont Circle and grab a draught at **Ellen's Pub**, a tune at the **Childe Harold**, or a bite of pastry at **Kramer's Bookstore**, and afterwards, catch up with your latest SciFi feature.

So if you're on Macke, don't despair. The many restaurants around offer relief from the Macke blues.

—Paul Bedard

Concrete Notwithstanding, Sports Abound In Area

Although the concrete campus looks foreboding, athletic recreation is available in large quantities at GW and in the Washington metropolitan area.

The focus of athletics on campus is the Charles E. Smith Center, which will be two years old in November. The facility is not simply a good place to watch the GW Colonials basketball team in action. All students can keep in shape by playing a wide variety of sports, including basketball, volleyball, squash and racquetball. Weight-lifting facilities and an AAU-sized swimming pool are available. The Center also has a jogging track.

Reservations are required for some activities, but placing calls early in the morning can aid you in getting what you want.

Various programs are offered for men and women who want to keep in shape. Intramurals offer students a chance to compete in a wide variety of sports. The women also have different health programs, including the popular **Martha's spa**.

Near campus, the Mall provides ball fields and plenty of open space for would-be superstars and joggers. A touch football game played in the shadow of the Washington monument is a common sight.

Washington is a great place for bicyclists. The city has many scenic bike paths, including the C&O Canal path and trails throughout Rock Creek Park.

A shortage of tennis courts exists in D.C. Close at hand, there are courts at 23rd and M St. and one at the Federal Reserve Building. There are also courts in Rock Creek Park and Hains Point for those willing to travel.



For water enthusiasts, the Thompson Boat Center at the foot of Virginia Avenue rents canoes and rowboats for a day on the Potomac.

Fans of professional sports have a number of teams to support. While no baseball franchise is located here presently, everyone from Commissioner Bowie Kuhn to a clique within Congress is lobbying to bring one to the nation's capital.

Washingtonians seem to make up for this void by showering the Redskins football team with fanatical support. The George Allen-led 'Skies are consistent winners and their games are certain sellouts in Robert F. Kennedy Stadium.

Determined fans can always try to buy tickets from scalpers who lurk outside the stadium, seeking speculators eager enough to pay big for

seats. Other than excellent connections or inheritance, this may be the only way to see the Over-The-Hill Gang other than on television.

It is much easier to get tickets to see the Bullets, Washington's entry in the National Basketball Association, or the National Hockey League Capitals. The Bullets make the league playoffs annually, and the Capitals are slowly improving. Getting to the Capital Center where the two teams play may be a problem for those GW students lacking cars; Metrobus service is non-existent.

The Dips of the North American Soccer League also play in RFK Stadium. They played up to their name this past season. Tickets to their games are always easy to get.

—Wayne Countryman

Culture Is Capital In Washington

Besides being the political capital of the nation, Washington is also one of the cultural capitals. Entertainment in the area ranges from rock to opera, and from Shakespeare to improvisational theater.

The John F. Kennedy Center for the Performing Arts naturally dominates the performing arts scene. The Eisenhower Theater continually draws big crowds for its plays, and the Opera House usually offers large scale musicals.

Ford's Theatre (511 10th St.) is best known as the scene of President Lincoln's assassination, but it also shows some excellent plays. The **National Theatre** (1321 E St.) shows musicals and comedies.

Other theater groups that may not have the broad appeal of the larger theaters are the **Folger Theatre Group** (201 East Capital St.), which presents a good deal of Shakespeare; the **Arena Stage** (6th and M St., SW), and the **Back Alley Theater** (1365 Kennedy St.).

Most popular groups hold their concerts in the Washington area at the Capital Centre in Largo, Md. Last year, artists such as Fleetwood Mac, Peter Frampton and Boston appeared there. It's large and a hassle to get there, but Thurston Hall sometimes sponsors buses.

DAR Constitution Hall (18th and D Streets) is smaller and closer and usually brings groups which are known for being quieter. GW's own **Lerner Auditorium** at 21st and H Streets, also features a wide variety of acts, ranging from Billy Joel to Milton Berle.

Check the daily listings in the *Post* or *Star* for first-run films, but the GW area offers several theaters featuring classics and art films for reduced prices. The **American Film Institute** at the Kennedy Center, the **Circle Theatre** (2105 Pennsylvania Ave.) and the **Biograph** (2819 M St.) are all repertory theaters, and the **Circle** and **Biograph** both have discount ticket books.

For information on current happenings, check the free handouts distributed around campus by the Student Activities Office.

punitive in character but which are not so serious as to justify referral to the judicial system. An example is the power of a member of the faculty to control conduct in his classroom. Another example is the withdrawal of privileges upon an administrative determination of misconduct, such as library privileges or the privilege of using the Marvin Center for individuals or organizations that do not conform to the regulations of the Center. Actions of this kind are necessary to the reasonable operation of the University, but care must be exercised that they do not become devices for avoiding the safeguards established to avoid unfair, arbitrary or capricious invasions of student rights. Actions taken under such inherent power may give rise to complaints or appeals to the judicial system, the President, the Board of Trustees, or some appropriate Faculty Senate Committee, such as the Committee on Professional Ethics and Academic Freedom, when the student feels that the administrative punishment imposed upon him violated the protections afforded him under the Statement of Student Rights or under this Resolution. Whether the administrative punishment was proper or not will often depend not upon the situation alone but upon a configuration of factors including the nature of the offense, the nature of the sanction, the situation in which the conduct occurred and in which the sanction was imposed.

UNIVERSITY POLICY ON ACADEMIC DISHONESTY August 8, 1977

The University community in order to fulfill its purposes must establish and maintain guidelines of academic behavior. Although all members of the community are expected to exhibit honesty and competence in their academic work, incoming students to all colleges and divisions have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers and taking examinations.

To insure that such procedures are known, instructors of basic survey courses must provide their students with information sheets setting forth those procedures and giving examples of plagiarism and other acts of academic dishonesty.

Members of the community will, thereafter, be presumed to be familiar with the proper academic procedures and held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Failure to observe these procedures by reason of ignorance or inadvertence constitutes academic incompetence. Faculty members must decide whether a student's noncompliance is an act of dishonesty or an act of incompetence. Although incompetence may be dealt with in the normal evaluative manner, acts of academic dishonesty are a legal, moral, and intellectual offense against the community and cannot be tolerated.

All members of the community, students and faculty members alike, have a responsibility to prevent acts of academic dishonesty, or, if they have occurred, to note and act upon them and to keep them from recurring. Some examples of academically dishonest behavior include:

1. Plagiarism.
2. Copying from another student's examination.
3. Submitting work that was prepared in advance for an in-class examination.
4. Representing purchased material as one's own work.

The remainder of this statement aims SOLELY at informing students of their rights and responsibilities with respect to academic dishonesty. The procedures outlined below apply to cases of academic dishonesty only, and not to cases of academic incompetence.

Procedures

When faculty members discover or have brought to their attention instances of apparent academic dishonesty, they must, upon consultation with their departmental chairperson, act to invoke against the alleged offender one or more of the following sanctions:

- (a) A zero for the work product.
- (b) A grade of "F-Academic Dishonesty" for the course or other academic requirement, the notation, "Academic Dishonesty", to be expunged two years after imposition of the penalty, or upon graduation, whichever occurs first.
- (c) A grade of "F-Academic Dishonesty" for the course or other academic requirement, with the notation remaining on the permanent record.
- (d) Expulsion of the student from the University with the notation of "Academic Dishonesty."

A record of the academic dishonesty offense shall be kept in the office of the Dean in the appropriate school or division.

In all cases where a faculty member imposes, or seeks to impose, one or more of the aforementioned sanctions, he must present the student with a

OFFICIAL NOTICE

completed copy of the attached form, entitled "Charge of Academic Dishonesty," in which he sets forth the nature of the charge(s) and the nature of the sanction(s).

The faculty member shall also send a copy of this form to the Dean of the school in which the student is registered. The case shall be adjudicated in that school.

The faculty member shall also inform the student of the availability at the Dean's Office of copies of this "Statement of University Policy on Academic Dishonesty" and of the "Statement of Student Rights and Responsibilities."

(1) If the faculty member, the student, and the dean all agree that the charge(s) are accurate and that the sanction(s) are appropriate, the fact of this agreement shall be noted by the signatures of all three parties on the copy of the form which shall be deposited with the Dean; and the sanction shall be imposed.

(2) If any of the parties—the student, the professor, or the dean—believes that the charge(s) are not accurate or that the sanction(s) are not appropriate, the non-concurring party or parties may appeal to the Dean's Council (or its divisional equivalent) and, upon further non-concurrence, to the Board of Trustees, through the Office of the Vice President for Academic Affairs.

Safeguards during Procedure

Appeals to the Dean's Council or the Board of Trustees shall be conducted in accordance with Section V.B. of the "Statement of Student Rights and Responsibilities."

Should the student be found innocent of the charges, all records of the charges (and the proceedings) shall be destroyed.

Should appeal procedures not be completed before the "due date" for the semester grades, the faculty member shall record the grade of "I" for the student until the charges have been finally adjudicated. For other academic requirements (e.g. theses, comprehensive examinations, etc.), no sanctions shall go into effect until the completion of all appeals that are to be undertaken.

Supplemental Guidelines

All departmental chairpersons are held responsible for their faculty members' knowledge of and application of the foregoing statement. Chairpersons are also required to develop and to publicize to their students and faculty a set of departmental guidelines for academic competence and honesty appropriate to their discipline. Different schools and divisions are also free to develop supplemental guidelines in conformity with this University policy.

PRIVACY OF STUDENT RECORDS

Section 438 of the General Education Provisions Act, as amended, commonly referred to as the "Buckley Amendment":

1. AFFORDS each student, once enrolled in a component unit of an institution of higher education, THE RIGHT:

a. OF ACCESS (within a 45 day period) to his/her education record there, EXCEPTING those items specifically excluded by the Act, namely:

(1) FINANCIAL RECORDS of parents.

(2) CONFIDENTIAL LETTERS and statements of recommendations entered in the file PRIOR TO JANUARY 1, 1975.

(3) CONFIDENTIAL RECOMMENDATIONS entered in the education record after January 1, 1975 and to which the student has WAIVED RIGHT OF ACCESS.

NOTE: A student may request a copy of data in his/her folder at the rate of \$1.00 for the initial sheet and 10 cents for each additional sheet when ordered at the same time. Exempted from such copying are all letters of recommendation and academic records from other institutions as well as such other data considered confidential under this Act.

It is understood that the institution:

(a) Cannot require as a condition of admission or award of financial aid, the waiving of right of access to letters of recommendation;

(b) must, upon request, furnish the name of all persons making confidential recommendations;

(c) shall use such letters only for the purpose for which they were intended.

b. FOR A HEARING to:

(1) CHALLENGE the contents of his/her education record and, if appropriate,

(2) CORRECT OR DELETE any inaccurate, misleading or inappropriate data contained therein,

and

(3) INSERT a written explanation respecting the contents of such records.

2. EXCLUDES from student access CERTAIN FILES not directly related to the student's education records as:

a. PERSONAL NOTES of institutional, supervisory and educational personnel.

b. Campus LAW ENFORCEMENT RECORDS

c. EMPLOYEE FILES, if student is employed by the institution.

d. MEDICAL, PSYCHOLOGICAL-COUNSELING AND PSYCHIATRIC RECORDS or case notes maintained by appropriate professional personnel. (Such records may, however, be reviewed personally with an appropriate professional of the student's choice.)

e. ADMISSIONS RECORDS on file IN OTHER COMPONENT UNITS (comprising the University) in which the student has not yet been enrolled.

3. DEFINES DIRECTORY INFORMATION which the institution may release without the written request of the student unless he/she has specifically and in writing requested that no such data be released. A form to accomplish this is available in the Office of the Registrar. (The George Washington University, in its catalogue, has identified Directory Information as: Name; Address; Telephone Number; Dates of Attendance; School, College, or Division; Field of Study; Credit Hours Earned; Degrees Earned and Honors Received.)

4. REQUIRES the institution to obtain the WRITTEN CONSENT OF THE STUDENT to release his/her education record (or personally identifiable data contained therein other than "Directory Information" subject to the limits specified above) EXCEPT FOR the following persons/agencies/institutions specifically exempted by the Act:

a. PERSONNEL WITHIN THE INSTITUTION who have a "legitimate educational interest";

b. OFFICIALS OF OTHER INSTITUTIONS in which the student SEEKS, OR INTENDS, TO ENROLL with the understanding that he/she will be so notified and a copy of the document granted if requested;

NOTE: GWU will respond to such requests. By this statement under the authority of this Act, no further specific notice to a student is necessary;

c. CERTAIN GOVERNMENT OFFICIALS/AGENCIES listed in the Act.

d. Persons/agencies in connection with a student's application for, or receipt of, FINANCIAL AID;

e. Recognized ORGANIZATIONS CONDUCTING STUDIES AS WELL AS ACCREDITING AGENCIES desiring information, each with the understanding that personally identifiable data is not to be released or retained after its purpose is served;

f. PARENTS OF DEPENDENT STUDENTS (as such dependency is defined in Section 152 of the Internal Revenue Code of 1954);

5. REQUIRES the institution to MAINTAIN A RECORD of those persons requesting and/or gaining access to the student's education record (except for 4.a. above and all requests for Directory Information);

6. Requires the institution to make a reasonable effort to NOTIFY THE STUDENT in the event OF A SUBPOENA of his/her record of a judicial order requiring the release of such data;

7. Expects the institution to INFORM THE STUDENTS of their rights under the provision of this Act.

NOTE: Each student has the right to file a complaint with the Department of Health, Education and Welfare concerning alleged failure by the institution to comply with section 438 of the Act. The complaint should be addressed to F.E.R.P.A., Room 514E, 200 Independence Avenue, Washington, D.C. 20201.

Information regarding the Act may be obtained in greater detail in the Office of the Registrar.

A FINAL WORD ABOUT SECURITY

While the campus area is a good deal safer than other areas of the city, all members of the university community are still encouraged to take reasonable precautions. Avoid deserted areas. In so far as is possible, travel in groups and use facilities, such as washrooms, where there are other people. Do not leave personal belongings, particularly purses and wallets, unattended. Be aware that the campus is open, and protect yourself and others by reporting any suspicious person or event to Campus Security. It is not likely that you will be the victim of a theft or of a violent crime such as rape or mugging, but being aware and thinking ahead makes such crimes even less likely.

The George Washington University

Policies Relative to STUDENT RIGHTS and STUDENT RESPONSIBILITIES

Statement of Student Rights and Responsibilities

PREAMBLE

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on campus, and in the larger community. Students should exercise their freedom with responsibility.

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. The University has a duty to develop policies and procedures which provide and safeguard this freedom.

The George Washington University believes that the procedures, rights, and safeguards outlined below are indispensable to achieving the goals desired—freedom to teach, to learn, and to search for truth.

I BASIC ASSUMPTIONS

A. Freedom of Expression

Student organizations and individual students shall be free to examine and to discuss all questions of interest to them, and to express opinions publicly and privately. They shall be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it shall be made clear to the academic and the larger community that in their public expressions or demonstrations the students or student organizations speak only for themselves.

The students have the rights and responsibilities of a free academic community. They should respect not only their fellow students' rights; but also the rights of other members of the academic community to free expression of views based on their own pursuit of the truth and their right to function as citizens independently of the University.

B. Freedom from Discrimination

The University will not permit discrimination on grounds of race, creed, or national origin in any University-recognized area of student life, such as housing, athletics, fraternities, social clubs, or other organizations, except in those organizations which are essentially and avowedly sectarian.

C. Student Rights in the Governing of the University

The University is a community of scholars engaged in the search for knowledge. Students, faculty, and administrators participate in this search. In light of this, the student body shall have clearly defined means, including membership on appropriate committees and administrative bodies, to participate in the formulation and application of the institutional policy affecting student affairs. The concern of students, however, legitimately extends beyond what has normally been considered student affairs. Their interest in academic policies, for example, is a development to be encouraged bearing in mind the teaching-learning context of the University community.

D. Professional Rights of the Faculty

In order to guarantee the professional rights of the faculty, no provision for the rights of students can be valid which suspends professional rights or in any measure invades them.

II STUDENTS IN THE CLASSROOM

The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression

Students should be free to take reasoned

exception to the data or views offered in any course of study and to reserve judgement about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. Protection Against Disclosure

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against disclosure is a serious professional obligation. Judgements of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

III STUDENT PARTICIPATION IN ACADEMIC POLICY MAKING

In light of the basic assumption of student involvement in academic affairs, each department or academic unit administering a degree program should encourage formation of an organization of its majors to reflect student views in matters of academic policy; and each department or other academic unit administering a degree program shall establish an advisory council representing faculty, students and others as deemed advisable, so as to provide a meaningful exchange of views on departmental policies among the parties so represented; provided, however, that the application to specific individuals of departmental policies on salary, promotions, and tenure is a matter of faculty responsibility.

In addition, clearly defined means for student participation in academic policy-making at the college or school-wide advisory councils have not been established in accordance with the provisions above, shall be developed by faculty-student committees.

IV THE STUDENT AS A CAMPUS CITIZEN

A. Student Government

The University recognizes the right of the students to form and democratically elect their governing bodies as a means to participate in discussion of issues and problems facing the academic community. The governing bodies shall function as representatives of the student to the administration and faculty of the University, as well as to the entire community.

The electorate of a University-wide student government shall consist of the entire student body. Any elected members of a governing body representing less than the entire student body shall be elected in such manner as to create or preserve essential representational equality.

B. Student Organizations

1. Freedom of Student Association: The students of The George Washington University are free to organize and join organizations to promote their common and lawful interests, subject to University regulations. The fact of affiliation with any extramural association or national organization or political party, so long as it is an openly declared affiliation, should not of itself bar a group from registration or recognition. However, action may be taken to insure that the University does not, through the activities of campus organizations, stand in violation of laws that place limits on campus political activities. The administration and faculty shall not discriminate against a student because of membership in any student organization meeting the conditions of Section IV.

2. Registration, Recognition, and Disclosure: All student organizations shall be registered and recognized in accordance with University regulations. Registration or recognition may be

withheld or withdrawn from organizations which violate University regulations. Registration and recognition procedures shall require identification of responsible officers and all non-University members, but shall not otherwise require membership lists except as such lists may be required to insure that organizations observe the provision of Section I, paragraph B.

3. Use of Campus Facilities: Meeting rooms and other campus facilities should be made available, on an equitable basis, to all registered student organizations, as far as the primary use of these facilities for other University purposes permits, and in keeping with the best interests of the University.

C Student Sponsored Forums

Students shall have the right to assemble, to select speakers, and to discuss issues of their choice, provided that the assembly is lawful in nature, does not interfere with the processes of the University, and does not infringe upon the rights of others; the University reserves the right to prohibit assemblies having in its judgement the clear likelihood of failing to meet one or more of these conditions.

Students shall be allowed to invite and hear any person of their own choosing, subject to the conditions of Section IV. Those routine procedures required by the University before a guest speaker is invited to appear on campus shall be designed only to insure that there is orderly scheduling of facilities and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The control of campus facilities shall not be used as a device to restrict a guest speaker's expression solely on the basis of disapproval or apprehension of his ideas or motives. However, it shall be made clear to the academic and larger community by sponsoring organizations that sponsorship of guest speakers does not necessarily imply University approval or endorsement of the views expressed.

Students must recognize their responsibility to uphold the right of free speech and to permit invited speakers to appear and speak without inappropriate interruption or demonstration. The members of the University community are urged to hear out all sides of controversial issues represented.

D. Pamphlets, Petitions, and Demonstrations

The George Washington University is committed to the protection of free speech, the freedom of assembly, and the safeguarding of the right of lawful protest on campus.

Therefore, student organizations and individual students shall have the right to distribute pamphlets, collect names for petitions, and conduct orderly demonstrations provided these actions are not disruptive of normal University functions, or do not encompass the physical takeover or occupation of buildings, offices, classrooms, hallways, or other parts of buildings without authorization of the University, whether or not University functions are performed in them at that time.

While all students have the right to dissent and to protest, the limitation exists that these rights shall not be exercised in such a manner as to infringe on the rights of other students, or of faculty members, to conduct class, hold their own meetings or hear another speaker, or in such a manner as to be disruptive of normal University functions. No one group or organization holds a monopoly on dissent or on freedom to hear all sides. Further, the fact that students may pursue their interests through speech and assembly on campus does not abrogate their accountability as citizens to the laws of the larger society, and the University is entitled to reflect these constraints in its own regulations.

E. Student Publications and Media

The student press and media shall be free of censorship and advance approval of copy, while being governed by the canons of responsible journalism.

Editors and managers of student publications or broadcast stations shall be free from arbitrary

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suspension and removal because of student, faculty administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal and then by orderly and prescribed procedures. Such removal shall be deemed a form of disciplinary action and therefore subject to prescribed due process in disciplinary cases. The agency responsible for the appointment of editors and managers shall be the agency responsible for their removal.

Even though certain publications may be financially dependent on the University, in the delegation of editorial responsibility to students, the University shall provide sufficient editorial freedom and financial autonomy for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community.

All University published and financed student publications shall explicitly state on the editorial page that the opinions there expressed are those of the publication and are not necessarily those of the University or the student body.

Any committees for the supervision of such publications or media shall have student members.

V REGULATIONS CONCERNING STUDENT LIFE ON CAMPUS

A. The Enactment of Regulations

University-wide regulations intended to formalize general standards of student conduct may be recommended to the Board of Trustees by appropriate committees composed entirely of students, or jointly of students, faculty, and administrative representatives. University-wide regulations do not contemplate specialized regulations or rules governing academic, business or contractual matters, nor rules or regulations published by administrators, students or faculty for the control of facilities or programs, such as those not normally submitted to the Board of Trustees for approval. Generally understood standards of conduct, such as respect for the persons and property of others, continue to apply and may form the basis of disciplinary action through nowhere specified in particular detail.

It is the intent of this section to bring students into active participation in the formulation of University-wide regulations not excepted above, and to encourage the inclusion of students as active participants in the formulation of those regulations excepted above to the extent that such involvement can be accomplished reasonably and practicably.

B. Standards of Fairness and Student Rights in Disciplinary Cases

The George Washington University respects and is determined to protect the individual dignity, integrity and reputations of its students. At the same time it requires that students comply with those conventions and regulations of University life which it feels are necessary to maintain order, to protect individuals and property, and to fulfill its purposes and responsibilities as a University. To this end the University realizes that the prevailing rule in matters of student discipline must continue to be that of common sense, and an excessive legalism can only deserve the University and its community of students, faculty and staff. The model for disciplinary procedures that the University adopts is that of the administrative process, not that of the criminal or civil courts.

Certain procedural rights shall be guaranteed to a student in any University disciplinary proceeding in which he stands to bear significant injury, such as expulsion, suspension, permanent reprimand, or other stigmatizing personnel action. A student subject to such disciplinary action is in danger of injury to his reputation, opportunity to learn, and earning power. He therefore should enjoy full protection of his rights.

1. The right to notice or charges whenever formal action upon such charges is initiated, such notice to be given within a reasonably prompt period and with sufficient particularity as to the facts that the student may reasonably investigate the charge and prepare his defense, with reasonable and appropriate recesses and continuances being provided to all parties.

2. The right to confront and cross-examine any witnesses appearing against him, to produce witnesses on his own behalf, to present evidence, to know prior to the hearing the contents of and the names of the authors of any written statements which may be introduced against him, and to rebut unfavorable inferences that might be drawn from such statements. The right not to be compelled to be a witness against himself or to have his silence taken as an indication of guilt.

3. The right to a decision based upon evidence of a kind upon which responsible persons are accustomed to rely in serious affairs. However, rules of evidence in courts of law shall not as such be applied. The reliance upon evidence shall be determined by fundamental principles of fair play.

4. The right not to be punished or censured unless the decision maker is strongly persuaded that the student is guilty.

5. The right to be accompanied in all proceedings by an adviser (student, faculty, or other) of his own choosing, and at his own expense, or if such adviser is unavailable, a student or faculty member provided by the hearing body.

6. The right to have the option of a public hearing unless the hearing body's reasonable determination is that a public hearing would unduly and adversely affect the proceedings.

7. The right to appeal decisions to a higher authority or hearing body within the administrative processes provided.

8. The right to have his case processed without prejudicial delay.

In the absence of a transcript, there shall be both a digest and a verbatim record, such as a tape recording, of the hearing.

Following an alleged act of student misconduct, and until final disposition of the charges, the status of a student shall not be altered or his right to be present on campus and to attend classes suspended, except for reasons relating to his physical or emotional safety and well-being, or for reasons relating to the safety and well-being of other students, faculty, or University property, or for reasons relating to the protection of the normal functions of the University.

Changes in the status of a student that are not disciplinary in character intended neither as punishment nor as censure, but required by administrative, academic or security interests of the University and its community are not governed by these disciplinary procedures.

The University disciplinary hearing system should not become excessively legalistic or adversarial. The hearing bodies may find it necessary frequently and firmly to remind parties, counsel or advisers that the proceedings are not criminal or civil trials, that criminal or civil standards of due process and rules of evidence are not controlling, and that the hearing bodies shall enjoy considerable discretion to interpret, vary and waive procedural requirements to the end that a just and fair decision may be obtained.

VI STUDENTS AS OFF-CAMPUS CITIZENS

In their off-campus lives, in matters not related to University functions, students shall not be considered under the control of the University, nor shall the University or its student governments be held responsible for the off-campus activities or personal conduct of its individual students.

A. Off-Campus Political Activities of Students

No disciplinary action shall be taken by the University against a student for engaging in such off-campus activities as political campaigning, picketing or participating in public demonstrations, subject to the provisions of paragraph B.

B. Other Off-Campus Activities of Students

Students who violate a local ordinance or any law risk the legal penalties prescribed by civil authorities. Not every conviction under law is for an offense with which an educational institution must concern itself. Nevertheless the University may impose sanctions based on such conviction when University functions or the safety or security of the University community may be affected.

C. Student Records

Policies concerning the retention, release, and confidentiality of student records shall be recommended by the registrar, the schools, departments, and other record-keeping agencies, with appropriate student representation in the formulating of these policies, and shall be published upon adoption by the Board of Trustees.

VII AMENDMENT, INTERIM AND EMERGENCY POWERS, AND IMPLEMENTATION

A. Amendment; Interim and Emergency Powers
In conformity with the University Charter, and the By-Laws of the Board of Trustees, this statement may be amended by the Board of Trustees; the faculty retains interim power to discipline the students prior to action of the Board of Trustees under regulation adopted by the Board of Trustees.

Nothing in this statement can infringe or intends to infringe upon the authority of the Trustees to amend the statement. Further, this statement shall not prevent the Administration of the University

from taking such action as it deems necessary to the functioning or welfare of the University in any matter prior to action of the Board of Trustees.

B. Implementation

After adoption by the Board of Trustees, the provisions of this statement shall be put into effect in a manner that provides for both speedy implementation and orderly transition.

Adopted by The Executive Committee of The Board of Trustees August 7, 1970

UNIVERSITY POLICY ON EQUAL OPPORTUNITY

George Washington University does not discriminate against any person on the basis of sex, race, color, religion, national origin, or handicap in any of its education or employment programs or activities. Federal regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 call for an explicit statement that the requirement not to discriminate on the basis of sex or handicap extends to employment in and admission to such programs and activities.

Inquiries concerning the application of this policy and federal laws and regulations concerning discrimination in education or employment programs and activities may be addressed to Marianne R. Phelps, Assistant Provost for Affirmative Action or to the Director of the Office for Civil Rights of the Department of Health, Education and Welfare.

STUDENT GRIEVANCE PROCEDURES

I. GENERAL

These grievance procedures are promulgated to provide a channel for resolution of the grievances of students who feel they have been discriminated against on the basis of sex, race, color, religion, age, or national origin in any of the policies, procedures, programs, or activities of or by any individual employed by or acting in an official capacity for The George Washington University.

The procedures are intended to encourage resolution of the student's grievance informally and at the earliest possible stage. At the same time, where such resolution is not possible, these procedures provide for a more formal review of the situation by individuals not party to the case, and a final decision based upon that review by the appropriate Dean or Vice President.

It shall be a violation within the meaning of these regulations to discriminate against any student because he/she has opposed any discriminatory practice proscribed by these procedures, or because he/she has filed a grievance, testified, assisted, or participated in any manner in the procedures provided for herein.

A. Eligibility

Any full-time or part-time student who believes that he or she has been discriminated against on any of the bases cited above may initiate these procedures. Employees, both full-time and part-time, who are also students may use these procedures for matters relating to their student status only. (For grievance procedures to resolve charges of discrimination in employment, employees should consult the Faculty Code or the Manual of Personnel Directives, as appropriate.) These grievance procedures are not available to applicants to any of the University's Schools, Colleges, or Divisions, including applicants who are or have been registered students in another of the University's Schools, Colleges, or Divisions.

B. Coverage

A student may charge discrimination on the basis of sex, race, color, religion, age, or national origin in the policies, procedures, programs, or activities of or by any individual employed by and acting in an official capacity for The George Washington University. However, in accordance with the statement on academic freedom as outlined in the Faculty Code and Ordinances, course content or emphasis and/or textbooks and other assigned materials are specifically exempted from coverage.

II. GRIEVANCE PROCEDURES

A. Students who believe they have been injured in some fashion by discrimination must first seek to clarify or resolve the question through direct contact with the faculty member or administrator whose action gave rise to the matter.

B. If the student is unable to clarify or resolve the matter, the student must confer with and submit a signed written statement of the charge to the Assistant Provost for Affirmative Action. The written

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statement must include the following: the name and title of the faculty member or administrator whose action gave rise to the matter; the type of discrimination alleged; a statement of the injury alleged and the resolution sought; and a summary, to include time, place, and results, of the student's discussion with the faculty member or administrator as required in II.A. above.

C. The Assistant Provost for Affirmative Action shall refer the charge to the appropriate academic or administrative department chairman. Within five class days after receipt of the charge, the department chairman shall seek to mediate the charge and thereby effect an informal resolution of the matter. Failing informal resolution, after consultation with both parties, the department chairman shall make a decision concerning the charge which shall be conveyed in writing to both parties by registered or certified mail and to the Assistant Provost for Affirmative Action.

If the individual whose action gave rise to the matter is an academic department chairman, Dean, or administrator, or a faculty member reporting directly to a Dean or Vice President, the Assistant Provost for Affirmative Action shall refer the matter directly to the appropriate Dean or Vice President, who shall designate another academic department chairman, Dean, administrator, or faculty member under his supervision to perform the functions required by this subsection. The person selected by the Dean or Vice President must be at least equal in position and rank to the person against whom the grievance has been filed.

D. Either party to the case may request a review of the decision rendered under Subsection C. by writing the Assistant Provost for Affirmative Action within five class days of receipt of the department chairman's decision.

E. The Assistant Provost for Affirmative Action shall send a copy of the request for review to the appropriate Dean or Vice President, and shall, within ten class days, appoint a Grievance Review Committee, which shall advise the Dean or Vice President.

1. Grievance Review Committees for academic matters will consist of two faculty members and two students.

2. Grievance Review Committees for administrative matters will consist of one faculty member, one administrator, and one student.

3. Committee members will be selected from among a panel of fifteen faculty members selected by the Faculty Senate, fifteen students selected by The George Washington University Student Association, and five administrators selected by the Vice President for Administration. Appointments to the panel shall be made for one year from July 1 to June 30. Appointments are renewable. The Assistant Provost for Affirmative Action will select the Committee members for each review and will appoint one of the members to serve as Chairperson. Upon the request of the Chairperson, the Assistant Provost for Affirmative Action shall serve as adviser to the Review Committee.

4. The Grievance Review Committee shall hear the grievance together with such witnesses as it deems germane to the grievance or as may be called by either party. Each party shall be entitled to question all witnesses appearing at the hearing and to present written statements or other evidence. Either party may be accompanied at the hearing by one person whom he/she has selected.

The proceedings shall in all respects be under the control of the Chairperson and shall not be subject to formal rules of evidence or procedure. At the discretion of the Committee, the proceedings may be closed or may be open to members of the University community. The proceedings shall be recorded and the recording preserved for three years along with any written statements of evidence presented. A copy of the recording will be made available to the grievant upon request. Costs incurred in producing the copy shall be the responsibility of the grievant.

The Grievance Review Committee shall convey its advice on the resolution of the grievance to the appropriate Dean or Vice President and to the Assistant Provost for Affirmative Action within five class days of the conclusion of the hearing.

5. The Dean or Vice President shall make a decision after considering the advice of the Grievance Review Committee. The decision of the Dean or Vice President shall be in writing and shall be conveyed to both parties by registered or

certified mail. The decision made by the Dean or Vice President shall be final. However, to the extent that the decision involves the changing of an academic evaluation, the decision cannot be implemented without the consent of the cognizant faculty member(s) unless approved by the Dean's Council.

F. The effectiveness and fairness of these procedures shall be reviewed by an appropriate committee of the Faculty Senate four years after becoming the official policy of the University with any recommended revisions to be brought before the Faculty Senate. This review requirement, however, does not preclude revision of these procedures during the four year period.

Office of the Provost
January 12, 1977

CONDUCT GUIDELINES

GENERAL

A student's conduct at the University should be governed always by respect for the rights of others. The University is not an institution so alien and unfamiliar to students that every kind of offensive conduct or breach of discipline need be anticipated and explicitly forbidden. Broad conventions of social usage apply within the University community, such as respect for other persons, for those responsible for University functions, and for property. Rules of conduct and requirements of students are published to provide students with general notice of limitations on conduct and are to be read and construed broadly. The following are examples of unacceptable conduct at the University.

1. Depriving others of their rights

Students are free to express themselves in any responsible manner. However, when their expression prevents another student, faculty or staff member, or anyone else from expressing himself or herself, or when it disrupts academic or administrative activities or non-academic programs or events, then that conduct is unacceptable.

2. Damaging another person's property or University property

Intentional destruction, damage or defacement of property is unacceptable conduct. Accidental damage may also occur, and though not as serious as intentional damage, the University expects that the student causing the damage will compensate the owner for the loss of the property.

3. Physical harm to another

Physically injuring another member of the University community or some person on campus, whether the injury is by design or incidental to conduct otherwise in violation of University rule, regulation, or custom, is unacceptable conduct. Similarly, the threat to use such force is unacceptable.

4. Theft

The taking of property belonging to another, from an individual or the University, without their consent, for whatever purpose, including "theft of services" is unacceptable conduct.

5. Chronic misbehavior

A pattern of unacceptable conduct may be established when a student is found to be frequently in trouble, though the individual offenses might be trivial. A pattern of recalcitrance, irresponsible conduct, or manifest immaturity of personality may present a significant disciplinary problem.

6. Violations of the Law

The University is a part of the larger community and students enjoy no special status in that community. As citizens, they retain their full rights, and, likewise, they are expected to obey all federal and local laws. The University cannot and will not protect students from the consequences of law violations.

The University is not a law enforcement instrument which actively seeks to investigate its members. However, if a student has been found guilty of the type of violation which would put his or her status in the University under question, an internal disciplinary action may be undertaken.

In addition to the Statement of Student Rights and Responsibilities, the following are the principal regulations governing student conduct. They are quoted from official University documents (cited in parenthesis following the title), which are available at the Office of the Vice President for Student Affairs, 4th Floor, Rice Hall.

A. Violations of Law, Including Laws Proscribing Certain Drugs

(Board of Trustees Resolution—October 19, 1966)

The University cannot condone violations of law,

including violation of those laws which proscribe possession, use, sale, or distribution of certain drugs. Members of the academic community should know that administrative action, which may include dismissal from the residence halls, revocation of other privileges, or suspension or dismissal from the University, may be taken in order to protect the interests of the University and the rights of others.

B. Possession of firearms (Facilities Use Policy)

It is prohibited to possess firearms, explosives, or other weapons on the premises of the University without the explicit authorization of the University, whether or not a federal or state license to possess the same has been issued to the possessor.

C. Unauthorized entry (Facilities Use Policy)

It is prohibited to enter, without express or implied permission, onto the premises or into any facility or office; to refuse to vacate any University facility; to refuse to cease any unauthorized activity; to refuse to produce identification after being requested to do so by an Administrative Officer of the University, or by University Security Personnel; or to remain without authorization in any facility after closing hours.

D. Falsification of University records (University Catalogue)

If a student knowingly makes a false statement or conceals material information on an application for admission, registration card, or any other University document, his registration may be cancelled. If such falsification is discovered after the student has established an academic record at the University, he may be subject to dismissal from the University. Such a student will be ineligible (except by special action of the faculty) for subsequent registration in the University.

E. Misuse of University Identification (Student Identification Card Regulations)

(1) The Student Identification Card (with picture) and the Current Registration Card are not transferable. The owner will be called upon to account for any fraudulent use of the cards and will be subject to discipline by the University authorities if he has aided such fraudulent use. The cards will be forfeited if the student to whom it is issued allows any other person to use it.

(2) The Current Registration Card will not be honored unless completed in full and signed in ink, and the holder agrees to identify himself by Student Identification Card, signature, or otherwise, when requested to do so by an agent of the University.

(3) At the end of each semester, or upon the owner's withdrawal from the University, all rights and privileges related to the two cards automatically cease, and in the event of withdrawal, the current registration card must be surrendered to the Office of the Dean of the school in which the student is enrolled or to the Office of the Dean of Students.

(4) Both cards must be presented upon request of any University official or agent in the normal conduct of University business or service.

F. Animals in University buildings (Facilities Use Policy)

No animals (including, but not limited to, dogs, cats or birds) are allowed in any University building, with the exception of seeing-eye dogs.

G. Demonstration

(Board of Trustees Resolution—October 19, 1966)

In the event a demonstration at this University exceeds the bounds of free assembly and lawful advocacy, and demonstrators are engaging in unlawful acts which cause or imminently threaten injury to persons or property, or which obstruct or interfere with normal and necessary University activities, the Board of Trustees affirms the authority of the President, or other University officials designated to act in his absence, to take such reasonable steps, if possible after consultation with the Chairman of the Executive Committee of the Faculty Senate and the President of the Student Body, as are required to restore and preserve order; including, if deemed necessary and appropriate, suspension of students or faculty engaging in such acts, and use of such law enforcement personnel as are needed to effect the removal, arrest, and prosecution of law violations. Any such suspension shall be reviewed by an appropriate tribunal as soon after order is restored as is practically possible.

H. Disruption of University functions (Board of Trustees Resolution—January 16, 1969)

Any member of the University (including as members of the University all persons having a formal connection with the University) who

- (1) engages in conduct that unreasonably obstructs teaching, research and learning, or
- (2) unreasonably obstructs free access to members of the University buildings; or

- (3) disobeys general regulations of the University, or;
- (4) damages University property or injures members or guests of the University

may be punished for his conduct by dismissal from the University, or by some lesser disciplinary action, through procedures established within the University for the government of its members.

I. Political activities

(Resolution approved by the President, October, 1970)

- (1) Neither the name nor seal of the University or any of its schools or institutions should be used on letters or other written material intended for political purposes, or activities.
- (2) No University office and no faculty or staff member's office should be used as a return mailing address for the solicitation of funds for political purposes, or the solicitation of endorsement of candidates for public office, or support for proposed legislation.
- (3) In political correspondence, the University title of a Faculty or staff member should be used only for identification and only when accompanied by a statement that the individual is speaking for himself and not as a representative of the University.
- (4) Whenever University duplicating machines, computers, or other equipment or supplies are used for political or other non-University purposes, their use must be fully compensated for from private funds.
- (5) No office employee nor other employees of the University should be asked to perform tasks in any way related to political activities while on regular duty.
- (6) In no case should any action be taken which might implicate the University in any political activities.
- (7) In furtherance of the philosophy expressed in this resolution, the University has granted permission for recognized student organizations to use assigned University facilities for political activities in support of candidates for public office when such activities are directed within and for the University community.

J. Right to Change Rules (University Catalogue)

The University and its various colleges, schools, and divisions reserve the right to modify or change requirements, rules and fees. Such regulations shall go into force whenever the proper authorities may determine.

K. Right to Dismiss Students (University Catalogue)

The right is reserved by the University to dismiss or exclude any student from the University, or from any class or classes, whenever, in the interest of the student or the University, the University Administration deems it advisable.

It should be further noted that 1) Students living in University residence halls are responsible for the Residence Hall Regulations and Policies which are attached to and apart of their Leases, and 2) Officers and members of student organizations are responsible for the Regulations Governing Student Organizations which are received upon registration of their organization at the Student Activities Office.

NON-ACADEMIC STUDENT DISCIPLINE

Ultimate authority for student discipline is vested in the Board of Trustees by the University Charter. Authority to discipline and control student conduct prior to action by the Board of Trustees is vested in the faculty of the University. The powers of the Board of Trustees and of the faculty may be delegated to such individuals, committees or organizations as the Board or faculty may respectively choose.

The George Washington University Judicial System for Non-Academic Student Discipline was established in January, 1971, by the Board of Trustees and is based on fundamental rights and obligations defined for students as campus citizens in the Statement of Student Rights and Responsibilities. The Judicial System defines specific ranges of sanctions for violations of University conduct regulations and provides a limited jurisdiction for adjudication of issues not involving a disciplinary violation. The System is composed of two special courts, one trial body and two appellate bodies of all-campus jurisdiction, and a standing Committee on the Judicial System which supervises overall policy.

Students are appointed to all hearing bodies in the system by the President of the University. The Committee on the Judicial System recommends to the President appointments to the Residence Hall

Court and the Student Court. The GWU Student Association recommends to the President appointments to the Student-Faculty Committee on Appeals. The University Parking Committee recommends to the President appointments to the Student Traffic Court. The terms of appointment are for one year, beginning in Spring.

The functioning of the judicial system is explained in greater detail in the Judicial Document and the Special Court Charters, copies of which can be obtained in the Office of the Vice President for Student Affairs, 4th Floor, Rice Hall.

RESIDENCE HALL COURT (A Special Court)

The Residence Hall Court is composed of five students who live in G.W. dormitories. It has jurisdiction over allegations that a resident student has committed a violation in or around any Residence Hall and allegations by a resident student that his or her hall government or the Resident Hall Association has exceeded its powers. The Court may impose sanctions in disciplinary cases up to expulsion of a student from the residence halls. Special rules of procedure are part of the Court's Charter. Appeals from the Residence Hall Court are submitted to the Student Court.

STUDENT TRAFFIC COURT (A Special Court)

This Court is composed of five students, all of whom must be registered for parking during their term of office. The Court considers offenses for which a ticket was issued by the Parking Office as well as adjudications of other parking matters referred by the University Parking Committee. It may both impose and reduce prescribed fines or suspensions of parking privileges. Special rules of organization and procedure accompany the Student Traffic Court Charter. Appeals from the Court are made to the Student Court.

STUDENT COURT

The Student Court is composed of five students and a non-voting law Advisor, who is a Law professor. In addition to hearing appeals from Special Courts, it has original jurisdiction over charges of any violation of University regulations where a sanction other than permanent expulsion or suspension for one year or more is requested by the University Representative (Prosecutor). With its consent, the Student Court may also consider non-disciplinary cases (e.g. student organization disputes) under certain circumstances. Appeals from the Student Court are to the Student-Faculty Committee on Appeals.

STUDENT-FACULTY COMMITTEE ON APPEALS

This Committee is composed of four students and four faculty members. It has original jurisdiction over all cases in which the University Representative certifies that permanent expulsion or suspension for more than one year may be appropriate as a penalty. Appeals from the Committee are to the Presidential Appeals Board.

PRESIDENTIAL APPEALS BOARD

The Presidential Appeals Board is composed of four faculty members. It is the final appellate body for disciplinary matters short of the Board of Trustees.

COMMITTEE ON THE JUDICIAL SYSTEM

This permanent committee is composed of three faculty members and three students appointed by the President of the University. The students are the Chairperson of the Student Court, a student member of the Student-Faculty Committee on Appeals, and a student from the campus-at-large, recommended by the Student Association. The Committee has overall responsibility for the functioning of the Judicial System. It assists in the selection of Court members, reports to the Faculty Senate on the work of the Judicial System and recommends procedural and policy changes in the Judicial System.

PROCEDURAL RIGHTS AND SANCTIONS

The prevailing rule in matters of student discipline is that of common sense, rather than excessive legalism. Certain procedural rights guaranteed to students in University disciplinary proceedings are found in Section VB of the Statement of Student Rights and Responsibilities.

The following sanctions may be applied to individual students or student organizations under the University Judicial System:

- 1. **Admonition:** An oral statement to a student that he or she is violating or has violated institution rules.
- 2. **Warning:** Notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a period of time stated in the warning or in the indefinite future, may be cause for more severe disciplinary action.
- 3. **Censure:** A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of

the finding of a violation of any institution regulation within a stated period of time or in the indefinite future.

4. **Disciplinary Probation:** Exclusion from participation in privileged or extracurricular institution activities as set forth in the notice for a period of time. For a determinate period students may be placed on probation, violations of which may result in suspension or expulsion or other disciplinary action.

5. **Fine:** Payment of money not specifically related to damage caused.

6. **Restitution:** Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

7. **Suspension:** Exclusion from classes or other privileges or activities as set forth in the notice for a definite period of time not to exceed two years.

8. **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion.

9. (Student Organization Only) **Administrative termination:** Termination of recognition of an organization with a ban on its activity on campus. This differs from Expulsion in that it is not punitive in character.

APPEALS

Subject to such special rules and regulations as may be applicable, any student subjected to a significant injury, and any party whose interests are significantly prejudiced or injured by a final order of a court or hearing body may appeal to the next higher body. A student who receives a penalty of expulsion, suspension or permanent reprimand may appeal the decision as a matter of right. All other appeals will be heard at the discretion of the appellate body.

DISCIPLINARY AUTHORITY NOT EXCLUSIVELY JUDICIAL

The adoption of a scheme of student courts and disciplinary procedures does not relieve faculty or administrators of their primary responsibilities for maintaining student discipline. Minor or specialty courts are included in the system to handle cases of primary interest to students, such as the Student Traffic Court, the Residence Hall Court, etc. It seems appropriate for appeals from these specialty courts to go to an all-student court of broader University composition and perspective. The Student Court as a court of original jurisdiction and the bodies above it are provided for adjudicating serious charges of misconduct that may result in very serious penalties, such as suspension, expulsion or permanent reprimand. Between these two areas lie the vast bulk of student misconduct problems. It would be absurd to provide elaborate procedural protections and costly hearing procedures to determine that a student seen breaking a window owes the University compensation for the window, or to reprimand a student for displaying disrespect in a classroom for his professor, or to warn a student to stop fighting in a dormitory or face possible suspension or expulsion. Faculty and administrators will be expected to continue to enforce University rules and regulations and to do so in a fair, reasonable and expeditious manner, and to exercise the inherent authority of their offices as required.

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In the course of University administration, faculty and administrators may take actions that have some coloring of punitive action but which, in fact, are not taken with intent to punish the student. Actions of this kind are necessary to the reasonable operation of the University, but care must be exercised that they do not become devices for avoiding the safeguards established to avoid unfair, arbitrary or capricious invasions of student rights. An example is the refusal to reenroll a student with unpaid indebtedness to the University. Another example would be the refusal to reenroll a student of incapacitating psychological disturbances. Another example would be the requirement that a student pay for damage to University property caused by his negligence. These examples are illustrative, not a comprehensive description of these inherent administrative powers. These actions are not governed by the disciplinary procedures of the Statement on Student Rights or by the Judicial System.

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Groucho's Show Ends 86-Year Run

by Mark Dawidziak

The last months were full of sensationalist headlines concerning bitter fighting between friends and relatives over a feeble, old man. In the end, however, the old Groucho Marx reasserted himself. Lapsing in and out of consciousness to leer and make eyes at a pretty nurse, Groucho left his fans with a memory worthy of the ringleader of the fabulously lunatic Marx Brothers.

The tragedy was long past and we were all well prepared for Groucho's parting. As a team, the Marx Brothers have been technically dead for some 15 years, the lunacy machine broken beyond repair when Chico died.

Harpo followed two years later, but the brothers achieved a peculiar type of life after death. Their following grew in size and loyalty until it was elevated to cult status. Groucho lived to see himself in as much demand as ever in a career which lasted more than half a century.

And why not? Groucho Marx considered Charlie Chaplin the greatest comedian of all. Chaplin returned the favor, reasoning that Groucho could talk and get laughs, something he believed he could never do. As simple as this thinking is, it sums up a major reason for Groucho's enormous achievements and popularity; his comedy infiltrated and conquered every medium of comedy and most of its forms.

At various points in his 86 years, Groucho mastered vaudeville, Broadway, movies, radio and television. He also made his mark as an author. In vaudeville, he and his brothers made it all the way to the Palace. Three straight plays, *I'll Say She Is*, *Cocoanuts*, and *Animal*

Crackers, made them the toast of Broadway and 13 movies left a comedic legacy that resulted in a special Academy Award in 1975.

As a single, Groucho won a Peabody Award and an Emmy as the quizmaster and quipmaster of the popular game show, *You Bet Your Life*. He also wrote five books and co-authored three more, including three bestsellers.

The complete comedian, he got laughs by singing, dancing, insulting, writing, using puns, slapstick, pantomime, monologues and double routines—to name a few of the guns in his vast comedic arsenal.

With a slouch, a cigar and a ferocious wit, he created a comedy style which today is one of the most imitated by fellow comedians.

Woody Allen and Walter Matthau are just two of many who admit they have consciously copied Groucho.

To his fans, Groucho is always the hero. If he was a doctor, he was a quack, a lawyer, he was a shyster, and the list goes on. Larcenous, lecherous—yes, he was all these, but he was true to his role. He would risk money and position to deflate a pompous boar or insult a proper lady. Like Mark Twain and George Bernard Shaw, he held a low opinion of the human race and held up a mirror in which we could see ourselves in all our absurdity. It's no wonder that Shaw rated Groucho as "the world's greatest living actor."

He was a hero and he allowed us to view his single-handed destruction of fraud, pride, pomposity,

decorum, tradition, society and other useless pieces of pretention:

WEALTHY MAN: *Sir, this woman's my wife, you should be ashamed!*

GROUCHO: *If this woman's your wife, you should be ashamed.*

A Night in Casablanca

YOUNG BEAUTY: *I didn't know you were a lawyer, you're awfully shy for a lawyer.*

GROUCHO: *You bet I'm shy, I'm a shyster lawyer.*

Monkey Business

GROUCHO: *Remember men, we're fighting for this woman's honor, which is more than she ever did.*

Duck Soup

YOUNG BEAUTY: *Hold me closer, closer, closer...*

GROUCHO: *If I were any closer I'd be in back of you.*

A Day At the Races

GROUCHO: *I've got a good mind to join a club and beat you over the head with it.*

Duck Soup

GROUCHO: *I'll bet your father spent the first years of your life throwing rocks at the stork.*

A Day At The Circus

GROUCHO: *Would you mind crossing the boulevard when the lights are against you?*

Horse Feathers

GROUCHO: *Why don't you bore a hole in yourself and let the sap run out.*

Cocoanuts

The stories have become legend and the wit a national treasure. In his autobiography, Harpo recalled that some of the fiercest wits in show business belonged to a club called the Hillcrest Round Table. It included Jack Benny, George Jessel, Eddie Cantor, George Burns, Milton Berle and all five Marx Brothers. According to Harpo, no one, not even in this august company, ever "dared to slug it out" verbally with Groucho.

The names changed but Groucho never did. He was always the same, whether he was Rufus T. Firefly, Otis B. Driftwood, J. Cheever Loophole, Captain Jeffrey T. Spaulding, Professor Quincy Adams Wagstaff, or Dr. Hugo Z. Hackenbush. He was "The one, the only...Groucho!"

The King Is Dead...Long Live The King

by Mark Potts

Moments after the first reports of his death crossed the wire services, newspapers all over the world were being badgered by persons wanting to know if he was really gone.

Drivers pulled their cars to the side of the road when the radio reported that he had died; in countless offices and homes where a radio was playing, work and play stopped when the news broke; there were murmurs of "Why him?"

Stories about his death led the front pages of newspapers everywhere, next to large pictures and under banner headlines. Later, many of those papers would become collectors items, to collect dust in the attic alongside editions printed the day after man first walked on the moon.

Obituaries described him as a leader, a trend-setter, the focal point of a generation, without whose contributions life today would be very much different.

A day later, thousands crowded around the fence surrounding his huge white mansion. They came from all over the country, making pilgrimages of thousands of miles because they felt he would have wanted them there. The next day, a few would be allowed to file by his coffin, many breaking down and weeping openly.

It was the kind of mourning generally accorded a head of state, and indeed, he was known as "The King."

And although Elvis Presley is dead, of causes which will perhaps best be left unexplained, his memory will live on.

His was the classic American rags-to-riches story: his father a factory worker, his mother a housewife; the family faithfully attending church every Sunday and praying the rest of the week; young Elvis sirring and ma'am-ing his elders, a habit he was to retain until the end, making his dealings with the press all the more interesting as he politely disarmed the many embarrassing questions he had to face in later years.

The rest of his story has been told many times in the past couple of weeks, and need not be rehearsed. Even the most curious aspect of Presley's death—the phenomenal sales of his records in the days after he died—is old news.

But that oddity perhaps best summed up the life of the man. Like his fans, grabbing records as fast as they could in the hope they could catch some of the magic before it eluded them forever, Elvis lived his life grabbing at every ring that came by, living on whims, as if the next day might be his last. After 42 years, that day finally came.

We are left two things by Elvis Presley's death: the legend and the music. Both have tarnished in recent years; both probably will gain in reputation now that he's gone.



Photo of Elvis Presley from *The Rolling Stone Illustrated History Of Rock & Roll*

He was the scourge of one generation; the idol of another; a fat, aged rock-and-roller to a third. While very little of American life in 1977 can be directly ascribed to his actions 20 years ago, his breakthroughs paved the way for others, like the Beatles and Rolling Stones, to radically change styles, dress, morals, language and perhaps most of all, our music.

For sheer enthusiasm and power, "Heartbreak Hotel," "All Shook Up," "Jailhouse Rock" and "Hound Dog" rival anything popular music has produced in the past two-and-a-half decades; conversely, songs like "Suspicious Minds," "The Wonder of You" and "Way Down" challenge the most flaccid and boring music made in the same time span.

"Way Down," his last single, revealed the tragedy of his final years. It featured a gorgeous vocal part, a cinch for an early Elvis Presley, who was one of the best and most versatile vocalists ever; in 1977, however, he wasn't up to it, and the part was sung by an unidentified backing vocalist, leaving Elvis with a humdrum lead vocal to a forgettable song.

Forgettable was a word often applied to his many movies, as well. Certainly, titles like *Viva Las Vegas* and *Fun At The World's Fair* wouldn't seem to indicate much of value. But they were huge moneymakers, and today retain some camp appeal, relics of an earlier, more carefree time.

Other filmed Presley appearances, however, summed up his appeal instantly. His performances on the Ed Sullivan show were vibrant, loud and great. While Sullivan's cameramen tried vainly to focus above the "sinful" gyrations below Elvis' waist, Presley belted out roaring versions of songs like "Reddy Teddy," "The 'My Goodnesses' of older members of the audience were felt, if not heard.

They said his secret was that he "sang black." Actually, he sang like nothing anybody had ever heard, black or white—or red for all those who attributed his success to Communist plots.

In fact, he took a little of everything to forge his style: gospel, blues, country, and the infant that was becoming known as rock-and-roll. Combining the novelty of his music with good luck and nearly perfect timing, he stormed the nation.

Early on, he was catalogued as a fad, along with the hula-hoop and Edsel of the 1950's, but he lasted a damn sight longer than any fad.

His string of hits boggles the mind—about 50 million-sellers, a similarly large number of hit albums, and total sales matched by only the Beatles and Bing Crosby.

Concerts sold out even after he'd grown paunchy and his considerable talent began to slip away and it became apparent he might be mortal like everyone else.

And he was, despite reports to the contrary. But although he is gone, his legacy will be with us as long as history—and music—are recorded.

The King is dead. Long live the King.

Peck Is Generally Good

by Ron Ostroff

On a hot and sticky July day in 1932, shantytowns of ex-soldiers and their families dotted the Washington landscape. Writers christened them the bonus marchers. They had camped in the Capital in an effort to convince the government to pay the soldiers their promised bonus 13 years early.

According to historian William Manchester, Army Chief of Staff General Douglas MacArthur had promised one of the leaders of the bonus marchers "that if dispossession became necessary, he would permit them to retire with dignity, and as good soldiers they accepted the word of a four-star general." On July 28, President Hoover ordered MacArthur to evict the bonus army.

General MacArthur and his aide, Major Dwight Eisenhower, personally led troops and tanks to push the veterans out of town. Major George S. Patton, Jr. led his 3rd Cavalry, flourishing naked sabers, into a crowd of homeward-bound civil servants, mistaking them for veterans.

Tear gas was used on Pennsylvania Avenue. And in direct defiance of a Presidential order, MacArthur crossed the bridge to Anacostia and burnt and tear-gassed the last of the bonus army shantytowns.

Manchester wrote that MacArthur said the bonus marchers were "insurrectionists," not ex-soldiers. "If there was one man in 10 in that group who is a veteran it would surprise me."

The general and most other leaders never bothered to check with

the Veterans Administration (VA). An exhaustive survey of the bonus army by the VA found 94 per cent had Army or Navy records.

That embarrassment in the career of General MacArthur and in the life of the nation never shows up in the current film biography of the general. The film conveniently goes back only as far as 1942.

We never get to see some of the events that may have shaped the way MacArthur acted during the war and afterwards. It is almost as if the film makers are telling us that those events are insignificant. They aren't.

The creators of the film try to give a balanced view of the controversial general. But by starting only 22 years before his death, they fail.

Aside from *MacArthur* being a very incomplete biography, there are good points and some other faults.

Gregory Peck's portrayal of MacArthur is a performance of monumental proportions. First off, he looks very much like the general. He has successfully managed to study MacArthur's movements and gestures to almost convince us that he is the general.

His speeches are charged with emotion as he proclaims, "I shall return" to the Philippines, "Old soldiers never die, they just fade away," and "Duty, Honor and Country" should be the three guiding principles of all soldiers.

Peck manages very well to mix the many sides of MacArthur—arrogance, egotism, passion and humor. The end product is a portrait of a God-fearing, Communist-hating, self-centered, over-theatrical, dema-

gogue who may have been one of the greatest military leaders of his time.

Several other performances are interesting. When Ed Flanders becomes President Harry S. Truman, he shows that James Whitmore is not the only one who can bring the feisty statesman back to life. Flanders looks the part and manages to be as spirited in his delivery as the original.

Handling the press and MacArthur's image back home is Colonel Diller (Alan Miller). Miller always seemed to be a funny guy to begin with, but as the man who was probably the war's best press agent, he is wonderfully comic.

He instructs the press photographers to shoot from a low angle, because the General likes it that way...and try to get the smoke from the bombs in the picture. On top of this, the colonel produces propaganda films telling of MacArthur's great achievements and how much of an honor it is to serve under his command.

Walking around somewhat out of place in *MacArthur* is Art Fleming, host of the television game show *Jeopardy*. As secretary to President Truman, Fleming does his best to look official. Unfortunately, he still sounds like any moment he'll say "And the final *Jeopardy* answer, Mr. President, is..."

Another problem with the film—it's too choppy. We see bits and pieces of MacArthur's life and times, but we are never allowed to view anything more than superficially.

When the general learns that in



Gregory Peck marches in front of the rest with his portrayal of MacArthur in the biographical film of the controversial General.

Japan's first democratic election, 246,000 men and women voted a prostitute into office, MacArthur quips, "She must have an unusually loyal clientele." And that is the end of the matter.

MacArthur could have been a great film. But because of the writers' use of only 22 years of the

general's life and the uneven way those years are presented, it's not.

The film is a mix of drama and documentary borne with a convenient view of history. A biography of MacArthur has great cinematic potential. Maybe, before Gregory Peck gets too old, someone will make that film.

Marty Feldman, You Must Be Geste-ing

by Ron Ostroff

Last year, Gene Wilder, of Mel Brooks production fame, tried to make it on his own as producer, director, writer and star with *Sherlock Holmes' Smarter Brother*. Although it was humorous in places, throughout the film you could almost hear voices yelling "Mel... Mel... Hello Mel..." as if yearning for the film's missing element—comic mastermind Mel Brooks.

The lesson of the venture seemed

to be that in zany movie madness, Wilder is better with Brooks than without.

Now Marty Feldman, another graduate of the "Trust me I'm Mel" school of comedy, is trying to make it on his own as writer, director and star in *The Last Remake of Beau Geste*. Although Feldman does bring in a number of competent comic players, this film also screams for Brooks...and for Wilder.

In less than two hours, Feldman

tries to jam in everything he learned from Brooks, plus a few of his own gags. Unfortunately, the emphasis here seems to have been more on quantity than quality.

Directing the film with the strategy of a stand-up comic, Feldman makes the jokes and gags come fast and furious. If an allegedly humorous incident or line falls flat (and several do), another attempt quickly follows. This causes the film to be quickly paced, but

also keeps the audience from enjoying a really good line when it comes along.

The idea of taking a cinema classic and playing it for laughs is a good one. But it's not new. One example is Brooks' hilarious treatment of the movie based on the legendary Mary Shelley novel, *Young Frankenstein*.

In the original *Beau Geste*, played by Gary Cooper and Ray Milland, the orphans are identical twins. In *Last Remake*, the supposedly identical twins, Beau and Digby, are played by Michael York and Marty Feldman, making them as identical as twins played by Groucho Marx and Cary Grant.

Feldman, with his huge eyes bulging out, is his usual funny self. But he doesn't have as much good material as he usually does.

The last time I saw Michael York he was in a ridiculous film, that wasn't supposed to be funny, called *Logan's Run*. In *Last Remake*, he seems to be the romantic lead. Since *Last Remake*, although not really a winner, is better than *Logan's Run* (there are very few things that would not be better than *Logan's Run*), York looks better. He does have some funny scenes, but he still seems stiff.

Another survivor from *Logan's Run*, and the sole saving grace of that mess, is Peter Ustinov. He stood out in *Logan's Run* because he seemed to play his role for laughs. Here, he does the same. And he's wonderful.

When Beau runs off to join the French Foreign Legion, he is greeted by Ustinov, who plays an obnoxious German sergeant. Ustinov has one

steel leg, as does his horse and his squeaky French Foreign Legion toy bear. Even with his removable vicious scars, he seems totally beyond reform. It is worth seeing the entire movie just to watch Ustinov batter around the Legionnaires.

This strained film had so much potential. Look at some of the other players, who Mel Brooks probably could have directed into another wonderfully insane production.

James Earl Jones has a small role as a sheik. Under his nomad's garb, he wears a brightly-colored three-piece suit. With his striking English accent and good humor, there has never been a movie sheik like him.

Ted Cassidy, best remembered as Lurch on television's *The Addams Family*, plays a very tall, blind Legionnaire. In the stereotype of true military fashion, the blind man is given the job of serving the evening's stew. Chaos results.

As the young stepmother of Beau and Digby, Ann-Margaret is...well, Ann-Margaret. She's beautiful. Her part isn't much, but she does try very hard. And even if you aren't impressed with her acting, she still is nice to look at.

Also cluttering up the film is Feldman's escape sequence. Done in black and white, in the style of a Keystone Cops chase scene, Feldman's escape is just too silly.

The Last Remake of Beau Geste seems like an embryonic idea put on film. It needs sharpening, editing, rewriting, and a lot more. Now that they've learned their lessons, maybe Gene Wilder and Marty Feldman will rejoin Mel Brooks and really give us something to laugh about.



The Last Remake Of Beau Geste, written and directed by Marty Feldman, further supports the contention that Mel Brooks was the necessary ingredient for the success of his films. Pictured above in

a scene from this suffering movie are Michael York and Marty Feldman playing identical twins, Sinead Cusack, Trevor Howard and Ann-Margaret.

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—Pizzo

R.. Jeepers Creepers, another year. Good
luck. L.

J. & J.. If I see you in Acapulco with M.B.
this year, I'll know how you got there.

VIKING BEAR—You have captured my
interest. D.M.

L.L.—We got the P.C.; meet us in A. over
X-mas. M.B. is already there waiting. J. & J.

SCOTT—Thank God there's a man around.
Anonymous.

MATTHEW—I love you. L.L.

KEN—Here's to many more happy years
together. J.

MARKIE-POOH—I love you. JEN JEN

P—Let's go bike riding soon—I'm in the
process of retrieving my vehicle. D.M.

Rita—Welcome aboard. J. & J. & P.

L.O.—Good luck, The Other Side

FREDDIE—start advertising in the HAT-
CHET; you're obviously wasting your time
with the DIAMONDBACK. J.P.

PETER—Words speak louder than actions—
Don't forget... "I love you" L.

RICH, someday I'll beat you at racquetball.
HI PICKLEPUSS. When are you taking me to
dinner in New York.

Come back, Mortimer! GWUSA needs some
bite to go with it's bark so please... COME
BACK MORT.

P.M.—Nine fingers or ten, you're still the
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J&J

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GWU at 19th St.**

Editorial

A Tale Of Victims

GW students have returned to campus to become the victims of a labor dispute.

They're not the only ones. Security officers here, disappointed in what they view as not only poor pay and training conditions, but a general administration attitude of second-class treatment, have placed their fate in the hands of hard-nosed union negotiators, dealing with an equally (and predictably) hard-nosed administration. The job action, whatever the outcome, will undoubtedly take its toll on them.

GW's position has been that the men are being led down the wrong road by their newly-acquired union representatives. What GW fails to realize is that the officials are expressing legitimate frustrations of men on the force—frustration over pay not comparable to that of security forces at other schools in the area, even though GW's integration into the city environment makes it more difficult and dangerous to protect; frustration at being quickly lumped with other GW employees whose jobs don't present the same element of danger and responsibility; frustration at sometimes difficult working conditions and unappreciative treatment from varying segments of the GW community.

The administration also claims campus security will not be affected to an appreciable degree by the walkout. We must wait to see if the claim can be backed, but one wonders how GW knows the extent it can protect the campus without its security force. Students have the right to adequate security, and it should be protected.

Neither union representatives nor GW have appeared as anxious to avert the walkout as they should be, but one thing is for certain—students, faculty and staff are looking to the University to guarantee their safety on this campus. It is GW that seems to be looking across the bargaining table and viewing just unwelcome union officials, not the men with legitimate complaints that authorized their presence. And it's GW that should take immediate steps to hammer out an agreement to preserve safety on campus.

Doug Harvey

Reverse Bias Necessary

Are Blacks and other minorities and women due compensation for past injuries of discrimination? Or isn't the remedy a kind of discrimination in reverse in which others—possibly innocent themselves of discriminating acts—must pay the price?

For many years, these and other questions falling under the heading of "reverse discrimination" have been argued by university admissions officials, industries and government agencies. Courts across the nation have heard cases dealing with the subject and they have rendered varying opinions.

This fall, the question of "affirmative action," or "reverse discrimination," will be brought before the Supreme Court.

In 1973, Allen Bakke applied to the medical school of the University of California at Davis. He was rejected. In 1974 he reapplied only to be rejected once again. The school has only 100 openings per year, of which 16 are reserved for students of "disadvantaged" backgrounds. Allen Bakke was 34 years old, white and not of a disadvantaged background.

With the encouragement of the admissions officer at Davis, Bakke filed suit against the university charging he had been a victim of reverse discrimination. Bakke argued that the 16 minority students who were admitted were "less qualified" than he. In September 1976, the California Supreme Court ruled in favor of Bakke.

The Court based its ruling on the fact that Bakke received higher

scores on the entrance exam and had a higher grade point average than some of the students entered under the special program. Unless the university had a past record of discrimination, the Court felt it would be unconstitutional to favor minority students.

The fact that the remaining 84 medical school positions went almost exclusively to white students seemed to be totally ignored by the Court.

The University of California appealed the decision. Many minority groups asked that the university not appeal to the Supreme Court because the school did not present a strong defense by showing records of past discrimination against minorities. When it was suggested that the University retain the services of a minority counsel, that was refused.

Last week, the Department of Justice and the Carter Administration came out in support of affirmative action. It was not difficult for President Carter or Griffin Bell to see that the ratio of Black doctors to the Black population is 1/3,800 and Latinos 1/30,000. Being able to obtain the necessary statistics, they found that 50 per cent of the Black youth population is unemployed, and that the median income for minorities is close to 60 per cent of the white income—the same as 20 years ago. The disparities are endless.

At GW, there are approximately 1,000 full-time faculty members. Of that number only eight are Blacks and two are Black women. In 1976, the enrollment for on-campus

students was approximately 16,000. The enrollment for on-campus Black students was about 1,300. That same year the University enrolled about 1,500 foreign students. GW, like many other colleges around the country, tends to have a surprisingly low number of Black students and faculty even though 50 per cent of all Blacks graduating from high school are now going to college, and more and more Blacks are receiving Ph.D.'s.

With the steady rise in unemployment, poverty, poor housing, poor health care, infant mortality and low wages in minority communities, it seems unthinkable that affirmative action be eliminated. Affirmative action is only a promise that companies and universities will actively recruit, hire, admit, promote and pay equal wages to qualified minorities and women, who can no longer rely on the premise that they will not be discriminated against.

The Black People's Union joins in the fight against the Bakke decision. We hope that all those who believe that discrimination must be stopped and equality gained will join in this effort. In the 1950's it was found that "separate but equal" is not just. It is our hope that with programs like affirmative action, equality can be gained and we don't have to be separate. If Bakke wins, we'll find that as time goes by there'll be more disparities among races and sex, and that it will be more and more difficult to bridge these gaps.

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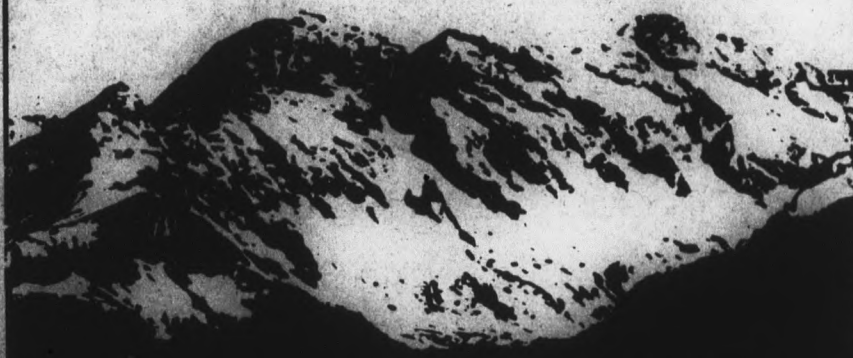
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Welcome Back

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The Travel Office
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Schedule Still Tough

BASEBALL, from p. 20
 "We'll have to go with whoever is swinging the hot bat," Toomey said. "I'd have to say that the one major difference between this season's club and one's of the past is that there is much more competition. Nobody is going to sit back because they know that someone's right behind them looking for their job."

In the past, the fall Metro league, in which the Colonials participate, has tended to be a pitfall for the Buff. However, the Colonials managed to bounce back with an impressive spring to compensate. The road won't be much easier for the Colonials this fall despite the good recruiting campaign due to the improvement of its competition.

The Colonials open their season Sept. 7 against defending league champion American University, which will be strong again this season. George Mason which fared well in playoff competition last year, is also coming off an excellent spring. Howard University, which usually plays dead against the Colonials as well as just about every other team, is coming off its best recruiting campaign ever. Coach Chuck Hinton has signed 12 new scholarship players.

Other Buff fall opponents will be Georgetown and Catholic Universities.

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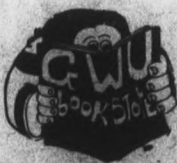
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SEPT. 2—FRIDAY	8:45 to 7:30
SEPT. 3—SATURDAY	9:00 to 1:30
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GW Cagers Face Tough League Schedule

by John Campbell
Sports Editor

An expanded 10 game slate with Eastern Eight opponents, combined with the loss to graduation of star guard John Holloran, could spell trouble for this year's Colonial basketball team as they attempt to improve on last year's disappointing 14-12 season.

The expanded Eastern Eight schedule will feature home-and-home games against Rutgers, Villanova and Massachusetts, along with single contests against Duquesne, Penn State, Pittsburgh and West Virginia.

Six of this season's upcoming

opponents competed in post-season tournaments last year. Georgetown, Massachusetts, Rutgers, Villanova, and Virginia Tech played in the NIT, while Duquesne represented the Eastern Eight in the NCAA tournament.

Besides playing the league opponents, against which they earned a 5-3 record last season, the Colonials will face seven other foes from last year, including Maryland, Richmond, and Georgetown. Against those seven opponents the Colonials broke even, with a 4-4 record, including two losses to Richmond.

At first glance, the list of new

schools added to this year's Colonial schedule can leave a deceiving impression. To the average college basketball fan, teams like Campbell College, Florida, Stetson and Wisconsin might spell an easy schedule. However, a closer look at these clubs reveals quite a different picture.

Campbell College, a newcomer to Division I this season finished last year with an outstanding 23-10 record against Division II opponents. Stetson, who finished with a 15-12 record last season, had a good recruiting year. Also, senior Mel Daniels, a 6'8" forward who averaged just under 20 points and 11 rebounds a game for Stetson, will be back to haunt opponents.

In the first round of the Vermont Classic the Colonials will face Florida, a team that finished 17-9 last season. They're led by 6'8" forward Reggie Hannah, who averaged 19.3 points a game last season.

On the whole it could be a tough year for the Colonials. In the past, coach Tallent has leaned strongly toward a guard oriented offense. Although Bucky Roman proved a number of times he could reach double figures, the Colonials strength appears to be in the front line of Les Anderson, Tom Glenn and Mike Zagardo. Regardless of who Tallent gives the ball to, it may be a tough season for the Colonials.

1977-78 Basketball Slate

Date	Opponent	Site
Nov. 28	Alderson-Broadus	HOME
30	Richmond	Away
Dec. 3	Massachusetts	HOME
5	Australian Olympic Team	HOME
7	Wisconsin	HOME
10	Maryland	HOME
22-23	Vermont Classic (GW, Florida, Vermont, Colgate)	Away
Jan. 30	Virginia Tech	Away
6	West Virginia	Away
8	Pittsburgh	Away
14	Penn State	HOME
18	Rutgers	HOME
21	Villanova	Away
24	Catholic U.	Away
26	George Mason	HOME
28	Campbell College	HOME
31	Navy	Away
Feb. 2	Boston U.	HOME
4	Villanova	HOME
6	Stetson	HOME
10	Duquesne	HOME
14	Rutgers	Away
18	Massachusetts	Away
22	Georgetown	Away
25	American U.	HOME
Mar. 2-3-4	Eastern Eight Tournament	Pittsburgh, Pa.

HOME GAMES: Smith Center (22nd & G Streets, NW) 8 p.m.

Baseball

Recruits Strengthen Squad

by John Campbell
Sports Editor

After guiding his team to one of its most impressive seasons last spring, including a spot in the ECAC Tournament, baseball coach Mike Toomey has reason to be optimistic about the upcoming fall season.

Despite losing senior stars Joel Oleinik and Avram Tucker to graduation, the Buff appear to be in excellent shape after a fine recruiting campaign by Toomey, as well as a surprisingly large turnout for fall tryouts which have turned up some promising prospects.

Among Toomey's recent recruits are pitchers Kenny Lake and Rick Pacen, and second baseman Drew Inghram. Lake, a southpaw from Perry High School, was named first team All-Metropolitan by the Washington Post and Star and was chosen Montgomery County's Player of the Year by the Montgomery Journal.

During his senior year, Lake compiled a 10-0 league record while striking out 115 batters in 70 1/3 innings, finishing the season with a sparkling 0.26 E.R.A. Lake went the distance in his eight starts, winning them all while allowing just two earned runs.

Pacen, from Price Georges Community College, is also expected to strengthen the Buff's pitching staff which, although questionable only a year ago, could be one of the team's strong points this fall.

"There's no doubt that we have a lot of tough outs," Toomey said. "If the pitching comes through, we'll be in good shape."

In addition to the newcomers, the team will return

with its entire pitching staff intact, including standouts Bobby Keith and Mike Howell.

Pitcher Craig Floyd, who has been showing constant improvement since suffering an arm injury over a year ago, is steadily returning to form and could be a big plus for the Colonials this fall. "Craig's been throwing the ball with a lot more zip," Toomey said. "He's definitely going to help us."

The Colonials, who played very well defensively last spring, should again improve in that area. "We've got a lot of infielders to choose from this season," Toomey said. "There'll be a lot of competition."

With the third base, shortstop and catching positions virtually locked up by last year's returning starters, Toomey's recruits will fight it out with returning players for the remaining two infield positions. Drew Inghram, who last year led his Allegheny Community College team to the regional championship, is expected to give Bobby Dwornick, a starter most of last spring, a run for the second base position.

Mike Howell, one of the team's leading hitters last season, could see a lot of action at first base when he's not on the mound for the Colonials. Other competitors for infield spots include Donny Durey, a transfer student from Florida, Russell Ramsey, an All-County infielder from Suitland High School, and as shortstop Jimmy Goss' younger brother.

In the outfield, returning starters Paul MacMahon and Tino Monaldo have virtually locked up starting positions. However, a third outfielder has not been named.

(see BASEBALL, p. 19)

Wrestling And Crew Teams End Search For New Coaches

Jim Rota, athletic director at Potomac High School, and former GW oarsman Tim Cullen have been added to this year's coaching staff at GW, according to Athletic Director Bob Faris. Rota will coach the Colonials' wrestling team, and Cullen will coach the men's crew team.

Rota will replace Chuck Friday, while Cullen takes the helm from

Bill Young. Both Friday and Young resigned for personal reasons.

Rota, a graduate of Northwood High School in Silver Spring, Md. and Frostburg State College, has been at Potomac for the past seven years, at times coaching three different sports. He has been a wrestling coach for seven years, assistant football coach for six, physical education department chairman for five, athletic director for three and golf coach for the past two years.

At Frostburg, Rota wrestled for four years, was captain of the team for three of those years and was once chosen "Outstanding Wrestler." He

has a master's degree from Temple University and has been president of the Washington Metropolitan Wrestling Officials Association for three years.

Cullen, who rowed for GW during the 1970 and 1971 seasons, was chosen as the team's Most Valuable Player in 1971. He was the assistant crew coach in 1973 and 1974, coaching the freshman boat to a 3-2 record in 1973 and sharing varsity coaching responsibilities in 1974.

Cullen is a graduate of Wilson High School in the District and is married to the former Claire Pierozak, who was also a member of the crew when she attended GW.



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